

Page High School

Page Unified School District

ACADEMIC PLANNING GUIDE

2026-2027

Grades 7-12



Governing Board

Ms. Desiree Fowler, President

Mr. Michael Mangum, Clerk

Ms. Bunny Cochran, Member

Ms. Sandra Kidman, Member

Ms. Renee Tsosie, Member

District Administration

Dr. Bryce Anderson, Superintendent

Ms. Jeannie Wood, Executive Director of Academic Services

Dr. Anne Martin, Director of Curriculum, Instruction, and Assessment

Lori Wilson, Business Manager

Nancy Warner, Director of Talent Management

Page High School

(928) 608-4138

Mr. Leigh Guenther, Principal

<https://phs.pageud.org/>

Page High School

434 S Lake Powell Boulevard
Page, AZ 86040
928-608-4135

Our Vision

Every Page High School graduate is college, career and community ready.

Our Mission

We empower students through rigorous and relevant learning to meet future challenges.

Important Phone Numbers

Main Office/Attendance	928-608-4135
Athletics/Activities	928-608-4147
Dean of Students	928-608-4136
Counseling Office	928-608-4198
Student Support Services	928-608-4152

High School Leadership

Principal	Leigh Guenther
Assistant Principal	Teresa Robbins
Assistant Principal	Kevin Anderson
Athletic Director	Megan Moore
CTE Director	Chuck Sharp

This booklet allows us to introduce you to the academic guidelines and course offerings for Page High School students. We offer a comprehensive program as outlined by the various courses described in this booklet. Thank you for your interest and welcome to Page High School.

TABLE OF CONTENTS

PLANNING INFORMATION

ECAP.....	5
SIX YEAR PLANS.....	6
POST-SECONDARY ADMISSION.....	7
PHS ACADEMIC PLANNING GUIDE.....	8
GRADUATION REQUIREMENTS.....	11
DUAL ENROLLMENT (DE).....	15
ASSOCIATE DEGREE PATHWAY.....	17

COURSE DESCRIPTIONS

GRADE 7 CORE COURSE SELECTIONS.....	20
GRADE 7 ELECTIVE SELECTIONS.....	21
GRADE 8 CORE COURSE SELECTIONS.....	23
GRADE 8 ELECTIVE SELECTIONS.....	24
GRADE 9-12 COURSE SELECTIONS.....	28
ENGLISH.....	28
MATHEMATICS.....	31
SCIENCE.....	33
SOCIAL STUDIES.....	36
PHYSICAL EDUCATION.....	40
FINE ARTS.....	42
WORLD LANGUAGE.....	46
GENERAL ELECTIVES.....	48
OTHER.....	50
CAREER AND TECHNICAL EDUCATION PROGRAMS.....	52
ARCHITECTURE & CONSTRUCTION.....	52
AUTOMOTIVE COLLISION.....	54
AUTOMOTIVE TECHNOLOGY.....	56
BUSINESS OPERATIONS.....	57
COMMUNICATIONS MEDIA TECHNOLOGIES.....	58
CULINARY ARTS.....	59
EARLY CHILDHOOD EDUCATION.....	60
INFORMATION TECHNOLOGY.....	61
WELDING TECHNOLOGY.....	62
EXCEPTIONAL STUDENT SERVICES COURSES.....	64

Education & Career Action Plan (ECAP)

Planning a Four-Year Program

An ECAP (Education and Career Action Plan) reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals. Ideally, the initial plan will be developed in middle school and updated on a yearly basis throughout high school and postsecondary years. A student's plan helps to personalize education and enables the student to maximize the opportunities available upon high school graduation. The ECAP at Page High School will incorporate a six-year plan. The counseling department will offer incoming 7th graders and freshmen a formal Transition Program that will allow parents and students an opportunity to be involved in the ECAP process. Students will utilize the My Future AZ platform to track their ECAP progress starting in 8th grade. Parents have access to view their student's ECAP. Students currently enrolled will continue to work with their counselor to update and track the progress of the Six-Year Plan.

Who is Involved in the ECAP Process?

Students, parents, and school personnel (i.e. counselors, teachers, administration, or career center staff) can work together to help guide the student in their choices for career and educational experiences. When students, parents and the school staff plan together; each student receives needed support to meet their Education and Career Action Planning (ECAP) goals.

Arizona Education and Career Action Plan

An Arizona Education and Career Action Plan shall, at a minimum, allow students to enter, track and update the following information:

ACADEMIC

- Plan coursework
- Meet high school requirements and plan for postsecondary requirements
- Document postsecondary education goals
- Review academic progress to include needed interventions or advice
- Record academic achievement or awards
- Monitor performance on required state assessments
- A CTE assessment test is required for those students enrolled in a CTE program.
- Passing the AZ Civics test is required for graduation

CAREER

- Identify postsecondary career plans, options, interests or skills
- Explore career opportunities
- Explore needed educational requirements to meet the career option

POST-SECONDARY

- Explore admissions requirements
- Complete necessary applications
- Create a financial assistance plan

EXTRACURRICULAR

Documentation for participation in:

- Clubs or organizations
- Athletics
- Recreational activities
- Fine arts opportunities
- Community service or volunteer activities
- Work experiences, internships, job shadowing, etc.
- Leadership opportunities
- Other activities the student might wish to document

Sample 6 Year Plans

Plan I – Career Technical Education (CTE) Plan

7 th	8 th	9 th	10 th	11 th	12 th
English 7	English 8	English 9	English 10	English 11	English 12
Math 7	Pre-Algebra	Algebra I	Geometry	Algebra II	4 th year math
Science 7	Science 8	Earth & Space	Biology	Chemistry	Science Elective
Social Stud. 7	Social Stud. 8	PE/Health	World History	US/AZ History	Constitution/Economics
Technology I	Technology II	CTE	CTE	CTE	CTE
Elective	Elective	Elective	CTE	CTE	CTE Internship
Elective	Elective	Elective	Elective	Elective	Elective

Plan II – Community College Preparation Plan

(3.0+ GPA or higher for college credit through ASU, CCC or NTU)

7 th	8 th	9 th	10 th	11 th	12 th
English 7	English 8	English 9	English 10	English 11 (H, DE)	English 12 (H,DE)
Math 7	Pre-Algebra	Algebra I	Geometry	Algebra II (H)	4 th year math
Science 7	Science 8	Earth & Space	Biology	Chemistry	Science Elective
Social Stud. 7	Social Stud. 8	PE/Health	World Hist. (H)	US/AZ Hist. (H)	Const./Econ (H,DE)
Technology I	Technology II	Elective	World Language	World Language	Elective
Elective	Elective	Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective	Elective	Elective

***Pick Honors or DE classes for advanced learning**

Plan III – University Preparation Plan

(3.0+ GPA)

7 th	8 th	9 th	10 th	11 th	12 th
English 7 (H)	English 8 (H)	English 9 (H)	English 10 (H)	English 11 (H, DE)	English 12 (H,DE)
Math 7	Pre-Algebra	Algebra I	Geometry (H)	Algebra II (H)	4 th year math
Science 7	Science 8	Earth & Space	Biology	Chemistry	Adv. Science
Social Stud. 7	Social Stud. 8	PE/Health	World History	US/AZ History	Const./Econ (H,DE)
Technology I	Technology II	Elective	World Language	World Language	Elective
Elective	Elective	Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective	Elective	Elective

***Pick multiple Honors or DE classes for advanced learning each year, 2+ years of World Language**

Plan IV – Highly Selective University/College Plan

(3.5+ GPA)

7 th	8 th	9 th	10 th	11 th	12 th
English 7 H	English 8 H	English 9 H	English 10 H	College Comp	College Comp
Pre-Algebra	Algebra I	Geometry H	Algebra II H	Pre-Calc. (DE)	Adv. Science
Science 7 H	Science 8 H	Biology H	Chemistry DE	Adv. Science	DE Gov./H Econ
Social Stud. 7 H	Social Stud. 8 H	PE/Health	World History H	US/AZ History (H, DE)	World Lang/Ele.
Technology I	Technology II	Elective	World Language	Elective	Dual Enrollment
Elective	World Language	World Language	Elective	Elective	Elective
Elective	Elective	Elective	Elective	Elective	Elective

***Pick mainly Honors or DE classes for advanced learning each year, 2+ years of World Language**

Post-Secondary Admissions

While completion of the requirements for high school graduation will allow admittance to a community college, it does not ensure entrance into all colleges and/or trade schools, etc. Anyone planning on higher education should determine the entrance requirements of the school they plan to enter. **This should be done by the end of the sophomore year for scheduling and planning purposes. Admission requirements are subject to change. Please contact your choice school admissions office for specific admissions requirements.**

Arizona Tri-University Admission Standards

ABOR Policy 2-121: Undergraduate Admission Requirements

Assured Admissions for Residents of Arizona	Delegated Admissions for Resident/Non-Resident Students
(less than 24 transfer credits) - Freshmen Class Rank: Top Quarter (25%) and - Satisfactorily complete all core competency areas - Minimum 3.0 GPA - NAU requires a 2.75 GPA minimum Core Competency Areas: English, Mathematics, Laboratory Science, Social Science, Foreign Language and CTE or Fine Art	Freshmen - Class Rank: Second Quarter (26-50%) or - GPA: have less than a 3.0 GPA on a 4.0 scale and - Core Competencies: No more than one deficiency in two areas, except both not in mathematics and laboratory sciences

ACADEMIC COMPETENCY REQUIREMENTS

- Competency may be demonstrated by 16 core courses from high school or the appropriate college courses within each subject area. In some cases, ACT or SAT scores may be used to satisfy competencies. Please refer to ABOR Policy 2-102:
 - A minimum GPA of 2.0 is required for each competency (subject) area
 - FIRST YEAR and TRANSFER students with a combination MATH/LABORATORY SCIENCE deficiency are not admissible.
- For additional information refer to ABOR Policy 2-121

SUBJECT AREAS	HIGH SCHOOL CORE COURSES
ENGLISH 4 credits	English 9 English 11 English 10 English 12
MATH 4 credits	Algebra I Geometry Algebra II 4th year Math course, College Math, Precalculus
LABORATORY SCIENCE 3 credits	Biology, Chemistry, Earth & Space Science, Botany, Anatomy & Physiology, College Biology, College Chemistry, Environmental Science
SOCIAL STUDIES 2 credits	World History, US History, Economics, Government
WORLD LANGUAGE 2 credits	Two credits of the same world language: (i.e. Spanish or Navajo)
FINE ARTS and/or CAREER & TECHNICAL EDUCATION 1 credit	Art, Orchestra, Band, Guitar, Choir, Culinary Arts, Automotive, Welding, Drafting, Construction, Early Childhood, Graphic Design, Info Tech,

Community College Admission Standards

Admission to a community college in Arizona may be granted to any person who meets at least one of the following criteria:

- Is a graduate of a high school which is accredited by a regional accrediting association as defined by the United States Office of Education or approved by a State Department of Education or other appropriate state educational agency.
- Has a high school certificate of equivalency.
- Is 18 years of age or older and demonstrates evidence of potential success in the community.
- Is a transfer student in good standing from another college or university
- Enrolled in a dual credit course during high school.

Athletic Requirements for NCAA Eligibility

All high school athletes who plan to enroll and compete as college freshmen in a Division I or II institution must complete the NCAA Initial Eligibility Clearinghouse Release Form at the end of the junior year. There are increased requirements to be eligible for NCAA above and beyond the Page High School requirements. Students should check with their counselor or the Athletic Director for specific information. Students are encouraged to check the www.eligibilitycenter.org site. An official transcript and standardized test scores (SAT/ACT) must be sent to the Clearinghouse.

Out-of-State Colleges and Universities

Out-of-state schools may have additional entrance requirements that differ considerably. It is suggested that the student visit the specific college website to see specific requirements. Students may qualify for the WUE Scholarship if attending an out of state school that partners with Arizona.

ACADEMIC PLANNING GUIDE

REGISTRATION/COURSE REQUESTS

Student registration for courses is conducted at Page High School and Page Middle School during the late fall and spring semester of each school year. Students who pre-register or formally request courses in the spring are given preference for classes that may close early. Schedules are built on pre-registration; therefore, **early registration is recommended. Page High School also uses assessment data to help in course placements (i.e. state and district testing).** In the absence of standardized test scores or transfer grades, placement tests may be administered to enrollees prior to registration. It is important to make course requests carefully.

STATE ASSESSMENTS

All 11th graders will participate in the ACT in the Spring. All 9th graders will participate in the ACT Aspire. These assessments replace former state standardized testing such as AzM2, AzMERIT, AASA. AzSCI is a state science assessment and will be taken by grades 5, 8 and 11.

NON-DISCRIMINATION POLICY

It is the policy of the Page Unified School District to prohibit discrimination and harassment in any program or activity and to provide equal access to all students regardless of sex (Title IX), race, religion, ancestry, national origin (Title VI), physical disability, or medical condition (Section 504). The lack of English language skills shall not be a barrier to admission and participation in the district's activities and programs, and the Page Unified School District offers affirmative action programs to students needing assistance with disabling conditions.

COURSES OFFERED

This book lists the courses available. Although a course may be listed, it might not be offered every year/semester if the registration is not sufficient to hold the class or if a certified instructor is not available. Students will be given an alternative selection if a class fills to capacity.

CHIEF MANUELITO SCHOLARSHIP PROGRAM

Established in 1980 to provide scholarships to high achieving Navajo high school students, scholarships are awarded based on college entrance test scores and high school grade point average. The policies concerning deadlines and document submission are strictly adhered to by the program. Students receive scholarships of \$7,000 per year to cover direct educational expenses associated with colleges and universities. The Chief Manuelito Scholarship Program recognizes and awards undergraduate students with superior ability and educational talents upon availability of funds and upon meeting the following two eligibility criteria:

A. High school graduate admitted to a post-secondary institution with a minimum ACT (SAT scores will be converted) composite score in combination with a minimum cumulative grade point average, as shown in Table 1 and having completed the coursework in the timeframe as outlined in Table 2; and

B. In addition, all prospective applicants for the Chief Manuelito Scholarship shall meet or exceed their particular state-of-residency's State Educational Requirements for regular university admissions.

Table 1: GPA/ACT Scores	
Cumulative GPA	ACT Score
3.80 – 4.00	21
3.70	22
3.60	23
3.50	24
3.40	25
3.30	26
3.20	27
3.10	28
3.00	29

Table 2: Courses Needed
Navajo Language – 1 Credit
Navajo Government – 0.5 Credit

GRADE LEVEL PLACEMENT

A student's grade level placement and cohort/graduation year are established when the student enters into the ninth grade for the first time at any school. The cohort/graduation year is calculated by adding four years to the year in which the student entered 9th grade (i.e., a student enters the 9th grade in 2022, the cohort year for this student is 2026). Once set, the cohort year must not be changed. For tracking purposes, students will be promoted at the end of each school year regardless of credits earned; students may be retained in their senior year (12th grade) if graduation requirements have not been met.

RANK IN CLASS

In determining rank in class, all students at a grade level shall be included. Page High School evaluates class rank based on overall GPA. GPA is not weighted. All ranks shall be reported as number rank in class with graduating class size (For example: 8 out of 200.). Grade point average and rank in class shall be reported to students, parents/guardians, and any authorized transcript recipient upon request.

GRADES WHEN STUDENTS WITHDRAW FROM SCHOOL

If a student withdraws from school to enter another school, Page High School will transfer their current grades. This will be the grade earned to date. All books should be returned and fees paid before the withdrawal slip is completed.

CLASS DROP POLICY

The principal will have final approval. Extenuating circumstances will be considered on an individual basis. With regard to athletic eligibility, if at any point a student drops a class and the grade at the time of the drop is an F, such student will remain academically ineligible for the remainder of the eligibility period or until grade is passing. Requests for a class change for the second semester of a yearlong course is not recommended. If needed, paperwork will need to be completed with a school counselor and the principal will have final approval.

GRADING SYSTEM

At the beginning of each course, the teacher shall inform students regarding requirements to pass the course. Procedures for make-up work shall also be explained. The “Incomplete (I)” will be used only in those instances of illness or some other unavoidable reason a student is unable to complete class work on time. The “I” is only temporary and must be removed by completion of work within a reasonable length of time, agreed upon by the teacher and student, with a four-week maximum allowance.

LETTER GRADE AND GRADE POINTS		
A	100 - 90	4.0
B	89 - 80	3.0
C	79 - 70	2.0
D	69 - 60	1.0
F	59 - 0	0.0

EARLY GRADUATION

The PUSD School Board will authorize early high school completion in order to meet career goals for selected students. Students desiring early graduation must submit an Early Graduation Request Packet to the principal. The request must contain the reason for the request, graduation plan set up with the student’s counselor, and the written approval of the student’s parents or guardian. The principal may accept requests after the established submission deadline in special circumstances. All graduation requirements must be met by the early completion date.

Deadline for submitting Early Graduation Request Packet:
December Graduation – March 1 of previous school year
May Graduation – October 1 of the current school year

The Superintendent will establish procedures to evaluate each request and will ensure that the parents or guardian are informed of any restrictions or limitations to be placed on the student in the event the request is approved, including restrictions on extra-curricular activities.

Diplomas will be awarded only at the completion of the spring semester. However, final transcripts will be provided as soon as the high school requirements have been met.

The District shall notify the Arizona Department of Education and the Commission for Postsecondary Education when a student graduates at least one (1) year before the student's scheduled graduation date. Adopted: date of Manual adoption. (Legal Ref: ARS 15-105, 15-701.01, 15-1821 Section 63, Arizona Laws 2009, HB2011)

GRADUATION REQUIREMENTS

Class of 2027 and beyond	22 credits	4.0 English 4.0 Math 3.0 Science 3.0 Social Studies 0.5 Physical Education 0.5 Health Education 1.0 Fine Arts OR Career & Technical Education 6.0 Electives
--------------------------	------------	--

HONOR ROLL

The honor roll is calculated at the end of each semester. It is based on current semester grades and is not cumulative. In order to qualify a student must have no F's in the current semester. They must also meet one of the following criteria:

- 4.00 GPA – Principal's Honors
- 3.50 GPA or higher – High Honors
- 3.00 GPA or higher – Honors

The top 10% of the Senior class will be recognized at graduation.

APPEAL OF GRADE

An appeal for a grade change must be made within one semester of the completion of that course for which the grade was given. All appeals must be made at the site level, with the teacher of record for that course. Only the teacher of record for the course may change a grade.

ATHLETIC & ACTIVITY ELIGIBILITY

In order to participate on an athletic team, a student must be enrolled in a minimum of five (5) academic classes at Page High School to be in compliance with Arizona Interscholastic Association and state and school policies. Seniors in good standing and on track for graduation and homeschool students are exempt from this policy. Please check with your school counselor or the Athletic Director for specific requirements.

TRANSFER GRADES AND TRANSFERRABLE CREDITS

Students attempting to earn credits at sites other than Page High School need to exert care and caution. Acceptance of transfer credits from sources outside of Page High School is not automatic. **Please consult your school counselor to develop a plan for graduation from Page High School. Refer to the PUSD policy IKF for detailed guidance.** Transfer grades are determined by the grades earned at the previous school at the time of withdrawal. Transfer credits are determined by providing the transcript from the previous school as part of the enrollment process at Page High School.

COURSE LOAD CREDITS

1. Seniors are required to take a minimum of five (5) year-long courses totaling to five (5) credits.
2. Juniors, Sophomores and Freshmen are required to take a full course load, with the exception of a Release to Seminary course each year.
3. Seniors are permitted to take Release Time as long as they are on track to meet graduation requirements and competencies for their declared graduation plan. Exceptions to course loads must be approved by the principal or designee. Release Times are not offered immediately prior to and following lunch.
4. Upon successful completion of a course, students will earn 0.5 credit per course each semester.
5. Attendance can affect earning credit for a course. If a student misses more than **8 class periods** of a single course, they will be at risk of **losing the credit for that course**. Students can make up credit outside of school hours. Discuss options with your School Counselor or the Assistant Principal.
6. Students receiving quarter credit from another institution will have their transcripts reviewed to determine credits needed for graduation. Once graduation requirements have been met in any department, additional courses taken in that department will be recorded as an elective.
7. Students (11th -12th graders) are allowed to take one instructional aide period per semester (see course descriptions for details).
8. Students may be granted credit for a course taken at a community college or university. Such courses must be taught at a higher level than the course offered in Page High School and must use the college text. One credit shall be awarded for each three or more semester hours of credit earned in an accredited community college or university. **Prior to taking the class, principal approval is necessary. An Alternative Education form for approval can be obtained through your School Counselor.** Grades for these courses will be recorded on high school transcript as the grade earned on the official college transcript.
9. A course may be repeated to improve a grade or to allow the student to meet additional competencies. **The principal must approve all courses that a student wishes to repeat.** The new course grade will then be entered on the transcript and will be reflected in the student's cumulative grade point average. This applies to transfer students as well. **In order to repeat a course for a new grade, the course MUST be currently offered and taken at PHS within one (1) school year.** The lower of the two grades will not be calculated in the GPA, and the credit for that course will be removed. *For example, if a sophomore student wants to retake a second semester class, they will have until the second semester of their junior year.*
10. Students have a right to petition to test out of a class for credit with the permission of the teacher for that course, the counselor, and an administrator. Students must demonstrate mastery on all competencies listed for the class as defined by the course final evaluation, and a credit (CR), not a grade will be issued in this situation.
11. Edgenuity curriculum used for credit recapture will be assigned a CR (credit) or an NC (no credit).
12. Edgenuity initial credit (IC) will be assigned a letter grade. This letter grade will be listed on a student's transcript and calculated into a student's GPA.

HOME SCHOOLING

The Page Unified School District does not automatically award credit for students entering high school from home schooling. Students who enter from home schooling must provide information regarding the curriculum of the home teaching and verification from the County Superintendent's office before credit is granted to them. The County Superintendent's Home School Affidavit must be completed and on file in order to participate in Athletics. Home school course credit transfer criteria:

The school counselor and registrar will ascertain the following:

1. Whether or not parents used homeschooling services?
2. What curriculum was utilized?
3. What courses were taken?
4. Were assessments provided by the services?
5. Were grades awarded?
6. Was a transcript issued by the services?

Based on the criteria above, credit could be awarded for courses taken through the home school service. Upon review 'credit' or 'no credit' will be indicated on the transcript. If a homeschooling service was not used, then the grade level placement of homeschooled student upon enrollment in public school is dependent upon school district policy. Arizona Revised Statute §15- 745 states:

A child who enrolls in a kindergarten program or grades one through twelve after receiving instruction in a home school program shall be tested pursuant to this article in order to determine the appropriate grade level for the educational placement of the child.

In accordance with PUSD policy JFABC students may request and take a course exam designed and evaluated by a teacher who is certified to teach the subject matter of the course for which the credit is requested. All tests will be administered and taken only once. There will be no retakes. Upon assessment review, either 'credit' or 'no credit' will be indicated on the transcript.

ON SITE ONLINE LEARNING FOR INITIAL CREDIT

Page High School utilizes Edgenuity to offer an online option for our students. Online learning allows students the opportunity to take courses that are not currently offered at Page High School in the traditional classroom setting. Each student is expected to treat their online class just like a traditional class at Page High School. Each student is expected to complete an online course within a reasonable amount of time. Students may have homework in their online classes. Each student is expected to turn in work as it becomes due. Each student is expected to complete online learning course work during the school day and will be scheduled into the online learning lab during regular school hours. The progress of each student will be closely monitored. Please see a school counselor or the online learning facilitator for a complete list of courses offered by Edgenuity.

CORRESPONDENCE COURSES

Correspondence courses are courses taken outside of the Page Unified School District and will be transferred in as an elective or core credit in accordance with the following guidelines:

- The credit meets descriptors of core credit or other requirements and was awarded by a school accredited by one (1) of the following accrediting agencies of colleges and schools: Southern Association, Middle States Association, New England Association, Western Association, or Cognia.
- If the student has a transcript from an accredited school, they will receive credit for their core courses.
- If the student has a transcript from a non-accredited school, credits will be issued as elective unless the student has demonstrated competency in the course subject matter by obtaining a passing score on an assessment administered by Page Unified School District. This assessment can only be taken once for each course.
- A student who achieves a proficient or highly proficient on a state approved assessment by the Arizona Department of Education, will receive credit for successful completion of Algebra I, Geometry and/or

Algebra II courses completed at a non-district school, regardless of whether the school is fully accredited by a recognized accreditation agency.

- A student who achieves a proficient or highly proficient on the AzM2 or a reciprocal test of another state approved by the Arizona Department of Education, will receive credit for successful completion of English 9, 10, 11, and/or 12 courses completed at a non-district school, regardless of whether the school is fully accredited by a recognized accreditation agency.

CREDIT DEADLINE

It is the student's responsibility to present official verification of courses taken at institutions outside of Page High School before the completion of arrangements for graduation exercises. The deadline for credit verification is one week prior to the scheduled date of the graduation ceremony.

TRANSFER STUDENTS

Credit for Graduation Requirements:

Core credit for purposes of this policy shall be the fifteen (15) units of credits specifically named as required for graduation by the State Board of Education in R7-2-302. Each student who enrolls and requests the transfer of academic credits to fulfill graduation requirements shall be provided with a list specifying the courses for which credit has been accepted as an elective by the District. Credits earned by a student in ninth (9th) grade or higher at a non-accredited school, including home school, will be accepted for graduation purposes under either of the following conditions designed to ensure that a course reflects the student's proficiency in the subject matter of the course.

Credit will be granted if the student earns a score that demonstrates competency. A passing grade on the examination will earn the student a "P" grade. A maximum of five (5) core subject credits will be awarded for completion of courses at a non-accredited school.

All core credit courses must meet the standards adopted by the State Board of Education where such standards exist. Where standards have not been adopted by the State Board of Education, core credit courses must meet the standards established for the school to which the student has requested a transfer of credit. Fractional course credit of .33 or greater transferred in from other high schools shall be evaluated and adjusted to the nearest half-credit. Full credit will be given for course experience in the previous high school that meets the equivalent amount of time for the credit granted at Page High School. The adjustment shall always be made with the student's best interest in mind. Students, upon presenting a transcript, will be registered on the grade level indicated by the record in accordance with their cohort/graduation year.

Students entering with a record indicated by a Pass/Fail format will show Credit/No Credit on the Page High School transcript. Students entering with letter grades will receive those letter grades on the PHS transcript. **Credit and/or grades will be accepted as they are transferred to PHS.**

Foreign transfer students must provide the grades, number of hours per week, and descriptions of the courses taken at previous schools to determine credits accepted by PHS. A translated transcript is preferred.

SUMMER SCHOOL FOR CREDIT RECAPTURE

Summer school is open to students who are making up credit. The grades given in summer school will be only Credit/No Credit unless the course is taught by an educator that holds the appropriate state certification in that area. Students may earn up to one credit during summer school session.

TEXTBOOKS

As per ARS §15-723-5, "Governing boards shall furnish free required textbooks and related printed subject matter materials in the high schools, subject to Section 15-727." The textbooks must be returned at the end of a course, or the student must pay the actual replacement cost.

CLEARING FOR GRADUATION CEREMONY

Prior to graduation a student must be cleared in several areas to be able to participate in the graduation ceremony. This means that the student has no outstanding debts with the following departments or areas:

- | | | |
|---------------------------------------|--|-----------|
| *Athletic and Activities | *Library (textbooks and library books) | *Teachers |
| *Bookstore (debts/charges/fines/fees) | *Cafeteria | *Locker |

Extenuating circumstances will be dealt with on an individual basis by the principal or designee. All financial debts must be taken care of at the student store; payment plans are available starting freshman year.

DUAL ENROLLMENT

Dual Enrollment offers students the opportunity to take high school courses on their high school campus and receive both secondary and post-secondary credit. The dual enrollment courses are taught or co-taught by PUSD teachers who are certified to teach in those areas and who also hold a dual enrollment certification. The course must meet the District's minutes-per-class standard. Community college credits earned in Arizona may transfer to the Arizona public universities. Students are responsible for verifying whether their dual enrollment credits will transfer to out-of-state colleges and universities. PUSD partners with Arizona State University, Coconino Community College and Navajo Technical University to offer a variety of dual enrolled courses. Students receive high school credit per semester for each period enrolled in the dual enrolled course. 3 college credits will equal 1 high school credit. The courses differ in that students may be eligible to receive college credit in addition to their high school credit for successfully completing the courses. College credits received may vary from 1-5 credits per high school course completed. **High school courses that offer Dual Enrollment are determined by Arizona State University, Coconino Community College and Navajo Technical University. Due to the many factors impacting the offering of the Dual Enrollment credit, Page High School cannot guarantee Dual Enrollment credit. Credit is determined by Arizona State University, Coconino Community College and Navajo Technical University.**

ARIZONA STATE UNIVERSITY (ASU) DUAL ENROLLMENT

- ASU Dual Enrollment is available in different formats. Students can choose to take a Dual Enrollment course offered in person with a Page High School teacher, as an Online Learning course, or on their own time, outside of the school day. The courses offered will be subject to change formats as needed.
- Students will complete an online application to become an Accelerate ASU student and have access to courses.
- The application process only needs to be completed once. There is no application fee.
- Students must register for each articulated high school course.
- Students **must pay \$250.00 per course**. This is a flat fee not dependent on the credit of the course.
- ASU courses will range from 1-5 credits per course.
- The student's grade of an "A", "B", "C", "D", or "F" is entered on the student's high school transcript if taking the course in person with a Page High School teacher.
- If the student receives a grade of "D" or "F" and does not wish to submit it to their ASU transcript, they have the option to do so. Students still must pay the fee if they do not add the course to their transcript.
- To see the full list of courses offered with Accelerate ASU visit this website: <https://ea.asu.edu/courses/>

COCONINO COMMUNITY COLLEGE (CCC) DUAL ENROLLMENT

- The student may need to complete an assessment, then apply to become a CCC student.
- The application process only needs to be completed once. There is no application fee.
- Students must register for each articulated high school class.
- Students **must pay a minimum of \$15.00 per credit hour**. For example, a 3 credit class at CCC will have a cost of \$45.
 - Courses that are both AP and dual credit will require both the \$94 AP exam fee as well as the \$15 per credit hour CCC fee if the student wants both.

- The student's grade of an "A", "B", "C", "D", or "F" is entered on the student's high school and college transcripts.
- After successfully completing each semester of the articulated high school course, the student receives high school and college credit.
- AccuPlacer Test or ACT/SAT scores in specific areas may be required for placement in English, Math and Science Dual Enrollment courses.
- All CCC Dual Enrollment courses are taken in person with a Page High School teacher.

NAVAJO TECHNICAL UNIVERSITY (NTU) DUAL ENROLLMENT

- The student may need to complete an assessment, then apply to become a NTU student.
- The application process only needs to be completed once. There is no application fee.
- Students must register for each articulated high school class.
- **Students must pay a minimum of \$15.00 per credit hour.** For example, a 3 credit class will have a cost of \$45.
 - Courses that are both AP and dual credit will require both the \$94 AP exam fee as well as the \$15 per credit hour CCC fee if the student wants both.
- The student's grade of an "A", "B", "C", "D", or "F" is entered on the student's high school and college transcripts.
- After successfully completing each semester of the articulated high school course, the student receives high school and college credit.
- AccuPlacer Test or ACT/SAT scores in specific areas may be required for placement in English, Math and Science Dual Enrollment courses.
- All NTU Dual Enrollment courses are taken in person with a Page High School teacher. If a student wishes to take a Concurrent Enrollment course on their own time online, they need to speak with their counselor. Students are held to NTU standards and must complete the course on their own if they choose to do so.

The following is a list of available dual enrollment courses offered IN PERSON at Page High School. This list is subject to change based on teacher availability. Additional courses may be offered online for each institution.

PHS Instructor	PHS Course	DE Institution	Course Name & Prefix	College Credit
Begay	Auto Collision I & II	CCC	ABO 103, ABO 104: Intro to Automotive Body Repair and Refinishing	6
Green	Automotive Technology III	CCC	AUT 100: Automotive Basics	3
Green	Automotive Technology III	CCC	AUT 106: Automotive Engines	3
Dalton	College Biology	CCC	BIO 181: Unity of Life I: Life of the Cell	4
Dalton	College Biology	CCC	BIO 182: Unity of Life II: Multi Cellular Organisms	4
Hatt	College Chemistry	CCC	CHM 151: General Chemistry	5
Johnson	College Composition DE	CCC	ENG 101: College Composition I	3
Johnson	College Composition DE	CCC	ENG 102: College Composition II	3
Trujillo	Construction 1	CCC	CTM 123: Building Construction Methods I	3
Trujillo	Construction 2	CCC	CTM 124: Building Construction Methods II	3

Swinton	Culinary 1	CCC	HRM 140: Food Production Concepts	3
Swinton	Culinary 2	CCC	HRM 240: Commercial Food Production	3
Trujillo	Drafting I & II	CCC	DFT 100, 101: Basics in CAD & REVIT Basics	6
Rangel	Welding 1	CCC	WLD 102: Welding Fabrication	3
Rangel	Welding 2	CCC	WLD 106: Intermediate Welding	3
Sombrero	Navajo I	NTU	NAVA 1110: Navajo I	3
Sombrero	Navajo II	NTU	NAVA 1120: Navajo II	3
Sombrero	Navajo III	NTU	NAVA 2210: Navajo Culture	3
Sombrero	Navajo Government	NTU	NAVA 2230: Navajo Government	3
Willson	American Government DE	Accelerate ASU	POS 110: American Government and Politics	3
Johnson	Anatomy/Physiology DE	Accelerate ASU	BIO 160: Introduction to Anatomy and Physiology	4
Montes	College Mathematics	Accelerate ASU	MAT 114: College Mathematics	3
De Honor	Precalculus	Accelerate ASU	MAT 170: Precalculus	3
TBD	US History DE	Accelerate ASU	HST: 109 United States to 1865 AND HST: 110 United States since 1865	6

ASSOCIATE DEGREE PATHWAY

An Associate Degree is an undergraduate degree that typically takes two years to complete and is offered at many colleges, universities, technical colleges, and community colleges. For some students, an associate's degree provides preparation for a bachelor's degree, while for others it is a qualification in its own right, helping to improve employment prospects compared to only completing high school education. PHS offers an individualized pathway for students to graduate with both their high school diploma and **Associate of Arts in Professional Studies from ASU (60 college credits)**. If you are thinking about earning an associate degree in high school, there are some important things to consider:

1. Understand Long-Term Educational Goals:

It is important for students to have a clear idea of what bachelor's degree they will pursue when deciding on earning an associate degree in high school. Unless the student has taken classes applicable to their bachelor program as part of the associate degree electives, they will likely need more than 60 additional credits (2 years) to finish a bachelor's degree. A student who has earned an associate degree will have completed 2 years' worth of college credit but potentially will have 3+ years to complete a bachelor's degree.

Some bachelor degree programs have specific general education requirements or incorporate general education courses into their schedule sequence to balance class-loads throughout a four-year degree. A student must maintain full-time status (12-18 credits) to maintain scholarships and financial aid in college. This may be difficult to accomplish if all general education requirements are already complete. This is especially important to consider when planning certain STEM or pre-health degrees such as nursing.

There is no guarantee earning an Associate Degree while in high school will increase a student's chance to get accepted to competitive colleges. Students must familiarize themselves with the admission process at the college or university that interests them.

Advanced opportunity courses, such as Dual Enrollment, can affect high school grade point average (GPA). If a student's GPA begins to decline due to taking college courses, then pursuing a college degree while in high school may not be right for them. High school GPA is an important consideration in scholarships and admission processes at most colleges.

2. Understand Other Factors Involved in Pursuing an Associate Degree:

Due to rigorous coursework and additional workload required to receive both a high school diploma and an associate degree, students may miss out on normal high school activities and other social functions. It may be hard to juggle high school activities, sports, a job, etc. For some, it can be a major adjustment. Free time and social time will often be exchanged for study time.

Other college and career preparation activities may not be given the attention they need. If a student is completely focused on earning an associate degree, they may not spend enough time on ACT Prep, career exploration, scholarship searches, college and university planning, and more. Career & degree exploration is especially crucial for associate degree seekers since a student will start right into bachelor degree major requirements once at college.

Some classes required for an associate degree may deal with mature and sensitive issues. They may include class discussions that are uncomfortable for some students. These classes cannot be waived.

3. Create an Academic Plan:

Students must meet with their high school counselor no later than the first semester of their sophomore year in order to ensure all requirements are met. Careful, advanced planning is imperative to ensure that both high school and college graduation requirements are met.

For those students interested in pursuing the Associates Pathway, set up a meeting with your School Counselor. You will need to complete an Academic Plan and have a parent meeting to discuss financial obligations and expectations.

Below is an example schedule for a student completing an Associate Degree Pathway at PHS. Please note, elective courses are subject to availability in person and will differ depending on the student's interests and career goals. Each student intending to complete an Associate Degree Pathway will create a 4-year plan with their school counselor. Any deviation from the plan may jeopardize the student's ability to graduate with an Associate Degree.

AA Pathway Requirements				
Gen Ed.	Credits	Course Prefix	Course Name	Grade
Success Course 1	1	OGL194	Online Learning Success for Universal Learners	9 th
Success Course 2	3	CAP194	Career Pathways: Exploring Your Future	10 th
First Year Composition	3	ENG101	College Composition I – CCC	11 th
First Year Composition	3	ENG102	College Composition II – CCC	11 th
Humanities, Arts and Design (HUAD)	3	<i>Students choose HUAD course from ASU ULC Catalog</i>		10 th
Humanities, Arts and Design (HUAD)	3	<i>Students choose HUAD course from ASU ULC Catalog</i>		12 th
Social and Behavioral Sciences (SOBE)	3	HEP100	Introduction to Health and Wellness	9 th
Scientific Thinking in Natural Sciences (SCIT)	4	BIO100	Biology Concepts – CCC	11 th
Scientific Thinking in Natural Sciences (SCIT)	4	CHM130	Fundamental Chemistry – CCC	10 th
Quantitative Reasoning (QTRS)	3	CIS105	Computer Applications and Information Technology	10 th
Mathematics (MATH)	3	MAT142 OR MAT170	College Mathematics OR Precalculus	11 th
American Institutions (AMIT)	3	HST109	American History (US to 1865)	11 th
Governance and Civic Engagement (CIVI)	3	<i>Students choose CIVI course from ASU ULC Catalog</i>		12 th
Global Communities, Societies and Individuals (GCSI)	3	HCR230	Culture and Health	12 th
Sustainability (SUST)	3	SOS100	Introduction to Sustainability	12 th
Elective	3	Elective based on focus area		
Elective	3	Elective based on focus area		
Elective	3	Elective based on focus area		
Elective	3	Elective based on focus area		
Elective	3	Elective based on focus area		
Total Credits =	60	*Students can choose a prescribed focus area or determine their own elective courses		

GRADE 7 CORE COURSE SELECTIONS

MATH 7

Math 7 emphasizes proficiency in skills that involve numbers and operations, measurement, patterns, functions, algebraic formulas, geometry, and data analysis, including statistics and probability.

PRE-ALGEBRA 7

Pre-Algebra 7 is designed to challenge and engage students who have demonstrated strong mathematical aptitude and are ready for accelerated instruction. It covers the seventh-grade math 7 standards at an accelerated pace while incorporating additional topics from the 8th-grade curriculum to deepen students' understanding and prepare them for advanced math courses in the next grade.

ENGLISH 7

ELA 7 focuses on intensive reading and writing skills through thematic units, which include: literary pieces and informative texts about ways generations can influence other generations, outer space, sudden changes in someone's life, humans' impact on the environment, and ways people from various generations and cultures overcome life's challenges. Students read articles as mentor texts so they can produce various types of essays, including argumentative, informative/explanatory, and nonfiction narratives. Aside from in-depth reading and writing, the curriculum also includes multimedia lessons that are age and grade appropriate to develop students' speaking, listening, and viewing skills.

HONORS ENGLISH 7

ELA 7 Honors students must meet criteria to be enrolled in this exceptional class. The course emphasizes advanced English Language Arts learning through collaboration and independent modes of study. The instruction is always rigorous, and a combination of 7th- and 8th grade learning materials is used. The intensive course develops reading and writing skills through thematic units that include literary pieces and informative texts about ways generations can influence other generations, outer space, sudden changes in someone's life, humans' impact on the environment, and ways people from various generations and cultures overcome life's challenges. Students read articles as mentor texts so they can produce various types of essays, including argumentative, informative/explanatory, and nonfiction narratives. Aside from in-depth reading and writing, the curriculum also includes multimedia lessons that are age and grade appropriate to develop students' speaking, listening, and viewing skills.

SCIENCE 7

In Science 7, students implement in-depth scientific inquiry as they study scientific concepts, as curiosity drives them to ask questions to learn about the world around them. As they develop these skills, students will demonstrate their critical thinking skills and a grade level of scientific inquiry through lab activities. Each unit of study will focus on a *phenomenon*, an event in our daily lives.

HONORS SCIENCE 7

In Honors Science 7, students implement in-depth scientific inquiry as they study scientific concepts, as curiosity drives them to ask questions to learn about the world around them. As they develop these skills, students will demonstrate their critical thinking skills and a high level of scientific inquiry through experimental design and lab activities. Each unit of study will focus on a *phenomenon*, an event in our daily lives.

SOCIAL STUDIES 7

The content focus will be viewed through historical and geographic lenses. Seventh grade students will understand the relationships and interactions between societies and cultures in the Eastern and Western Hemispheres. United States history will be taught as it intersects with global issues.

HONORS SOCIAL STUDIES 7

Honors Social Studies 7 is designed to challenge students through in-depth inquiry, collaborative projects, and discussion and debate. The content focus will be viewed through historical and geographic lenses. Seventh grade students will understand the relationships and interactions between societies and cultures in the Eastern and

Western Hemispheres. United States history will be taught as it intersects with global issues. The desired outcome of this course is that students develop understandings of current world issues and place them in their historical, political, economic, geographical, and cultural context.

GRADE 7 ELECTIVE SELECTIONS

ART 7 (Semester Long)

Art 7 is an introduction to the creative art-making experiences of true artists. Aspiring artists will learn the basics of good design by exploring the building blocks of art: The Elements of Art, which include line, shape, form, color, space, value, and texture. Students delve into a variety of media and techniques such as color pencil shading, ink drawing, papier mâché sculpture, watercolor painting, card engineering, and collaging.

AVID 7 (Year Long)

The AVID elective's primary focus is to support students who may struggle a bit academically but who have a desire to put themselves on a college track. It is not an honors class, as those students typically have figured things out. Rather, it is a course designed to teach students skills that will help them think deeply, write effectively, ask great questions, collaborate in effective ways with teachers and peers, organize their time and their work, and read critically.

CAREER EXPLORATION 7 (Semester Long)

My Future AZ will be the platform used for your Education Career Action Plan (ECAP) throughout the course. My Future AZ will provide visibility into Page High School's CTE course options so you can begin high school career preparation.

FUNDAMENTALS OF TECHNOLOGY I (Semester Long)

This class will serve as the foundation for all technology courses offered at Page Middle School. Computer competency and keyboarding skills are essential in today's world and are life skills for school- and workplace-readiness. Students will learn the basics of computers and the fundamentals of being digitally literate. They will practice proper typing techniques. Assignments will focus on computer basics and components, online communication/email etiquette, digital citizenship, online safety, Internet research tools, operating system navigation, Google Suite, and productivity tool applications. This course will prepare students for Intermediate technology courses in middle school.

FUNDAMENTALS OF TECHNOLOGY II (Semester Long – Prerequisite Fund of Tech I)

This elective will build on previously learned computer skills taught in the first level course. It is designed to introduce students to software applications that are necessary to live and work in a technological society. The applications covered include keyboarding with a focus on improving typing speed (WPM) and accuracy. Students will also expand their creative computer abilities in keyboarding, presentations, and spreadsheets through the use of Office Suite and Google Workplace, including word processing, spreadsheet creation, and presentations. They will then apply these skills to conduct research and complete projects. They will continue to deal with online communication, online safety, and digital citizenship as they learn the legal, social, and ethical issues related to the use of computers. This course will prepare students for the advanced level of technology in middle school.

BEGINNING NAVAJO (Year Long)

Students receive Navajo language and culture instruction to the greatest extent possible and are able to apply it beyond the classroom. This practice ensures that the Navajo culture, which has survived for hundreds of generations, continues to thrive. Reading, writing, speaking, comprehension, and critical thinking skills are applied by studying Navajo culture and formal grammar. The course begins with an introduction to the clanships. Every student will create their own clan charts, then engage with other students to explore their clans. Students also learn the Navajo alphabet, which consists of 36 sounds, pronunciation, and letters. In addition, students will learn how to count, say their colors, and count money. Then, students will learn the months in Navajo and say the seasons in Navajo. Students will learn simple phrases, directions, and conversations in Navajo. They will learn the Pledge of Allegiance in Navajo too. In addition, the students will learn the names of towns around the Navajo Nation.

Cultural elements are also included: Students will learn the significance of many cultural practices, such as the importance of moon phases, Navajo basket stories, Hogan stories, and many others.

PHYSICAL EDUCATION (Semester Long)

This course is designed to help all students develop health-related and skilled-related physical fitness, physical skill competence, cognitive understanding, and positive attitudes about physical activity so that they can lead physically active, healthy lifestyles. Through fitness and sports related activities, students can participate in and appreciate health enhancing activities outside the physical education class and in the future. This course incorporates fitness activities along with components of lifetime movement forms that help students lead an active lifestyle. Activities include but are not limited to: Light Apparatus Rhythmic Movement, Track and Field, Badminton, Table Tennis, Chess, Pickleball, Volleyball and Basic Taekwondo (Poomse 1 and 2). Students are assessed using a variety of methods including skills tests, fitness tests, and written tests.

DANCE (Semester Long)

This course, students will engage in a variety of moderate to vigorous physical activities through rhythmic body movements to promote lifelong health and wellness. Activities include but are not limited to the following: Basic movement skills (Locomotor and Non- Locomotor Skills), movement explorations (imitation/ mimicry), elements of dance, dance choreography, Zumba, kinds/types of dances (Line dance, Hip hop, Folk dance, Ballroom dances: Chachacha, Samba, Jive, and Paso Doble, etc.), and cheer dancing. Students are assessed using a variety of methods including skills tests, fitness tests, and written tests. A dance recital/ performance may be included as their final requirements for the class to showcase all the dances that they have learned from the course.

STUDENT COUNCIL (Year Long)

In this course, students will develop their leadership skills, practice good citizenship, promote harmonious relations, and plan various social activities for students and staff throughout the year. This class will strive to meet the Arizona Association of Junior High Student Councils' goals, which are developing and promoting leadership abilities; striving for and creating motivation for academic excellence; building awareness, respect, and value for all people; building a partnership between the school and community through service; and creating activities for campus pride and participation.

MUSIC APPRECIATION (Semester Long)

This course is designed to be a generalized music class. We will learn about different music genres, the evolution of music, some music theory/music reading skills, music technology, and the impact of music in popular culture.

BEGINNING BAND (Year Long)

For students interested in playing an instrument and continuing into band in High School. Students will learn the fundamental skills of their selected instrument and the basics of music reading. Students will also perform at band concerts.

BEGINNING ORCHESTRA (Year Long)

Beginning Strings introduces students to foundational string performance skills on violin, viola, cello, or bass. Instruction emphasizes correct posture and instrument position, basic bowing technique, music literacy, ensemble rehearsal habits, and ear-training. Students learn to produce a characteristic tone and perform simple melodies in unison. Participation in rehearsals and performances supports the development of teamwork and musical confidence. As a condition for membership, students must understand the orchestra performs at mandatory school concerts and festivals throughout the year in appropriate concert attire. Students should plan to practice regularly at home to support their progress.

CHOIR (Year Long)

This course is designed for beginners and requires no prior experience or training. It will focus on the fundamentals of singing, including how to sing and how to use the voice. We will learn musicianship, diction, introduction to solfege (using syllables to read music), and music literacy.

GRADE 8 CORE COURSE SELECTIONS

PRE-ALGEBRA 8

Math 8 content is designed to provide students with a comprehensive understanding of mathematical concepts and skills required for success in high school and beyond. This course builds upon the foundations laid in previous grades, focusing on deepening students' understanding of algebraic concepts, geometry, statistics, and probability. Emphasis is placed on problem-solving strategies, critical thinking, and real-world applications of mathematics. The key concepts are algebraic expressions and equations, geometry, ratios, proportions and percentages, statistics and probability, and mathematical reasoning.

ALGEBRA 1 (High School Credit)

The objective of this course is for all students to gain the mathematical knowledge and skills to master the Page Unified School District's 8th-grade algebra scope and sequence that is based on Arizona Mathematics Standards. The curriculum includes the following: problem-solving, graphing, and writing linear, quadratic, rational, and exponential functions. This course provides a strong basis for additional mathematical relationship research.

ENGLISH 8

The ELA 8 course is designed to equip students with rigorous academic skills for high school and college preparedness, which includes reading, writing, speaking and listening. Through these skills, 8th grade students learn to think deeply and ask thought-provoking questions. The curriculum includes 5 units of study that focus on **individual cultures, history, self-advocacy, human intelligence, and inventions**. Students will also read a plethora of texts under each unit, including poetry, informational articles, drama, short stories, and science fiction. Through these texts they will complete projects collaboratively and individually under the categories of oral and digital presentations, posters, one pagers, essays, Socratic seminars, philosophical chairs, podcasts and parent-student collaborations.

HONORS ENGLISH 8

Along with the ELA requirements, Honors ELA students will also engage in rigorous discussions, evaluations, speeches and extended learning for each unit. We aim to provide rigorous instruction on a daily basis to ensure that all students will maximize their highest potential academically and cognitively throughout the school year by increasing their academic language to a higher level by the end of each quarter.

SCIENCE 8

Eighth-grade science students will begin the year investigating science skills and they will be expected to demonstrate a high level of scientific inquiry through all units during labs and other activities. Units of study will cover physical, space, and life science concepts as described in the Arizona State Science Standards. Each unit of study will focus on a *phenomenon*, an event in our daily lives.

HONORS SCIENCE 8

In the 8th grade Honors Science course, students will engage in learning experiences that reinforce scientific inquiry skills. They will have more experiences curated to enrich and extend their understanding of science concepts, including all of the topics in Science 8. Students will be expected to demonstrate their critical thinking skills and a high level of scientific inquiry through lab activities, discussions and written projects that demonstrate their learning. Active participation and engagement is mandatory for this learning experience.

SOCIAL STUDIES 8

This course focuses on the foundations of the US Government from its foundations through the contemporary period using a civic and economic lens. Citizenship and civic engagement will be taught through inquiry. Eighth grade students will make connections between historical and current/contemporary issues as a base for implementing change in society. Students will recognize and practice their roles and responsibilities as both American and global citizens.

Students will develop chronological reasoning and understand the processes of change and continuity over time. United States History will focus on the major events that have their roots in the Constitution, Bill of Rights, and subsequent amendments, as well as on the responsibilities and balance of power of the branches of government.

HONORS SOCIAL STUDIES 8

Honors Social Studies 8 follows the same curriculum as Social Studies 8, and it is designed to allow students to sharpen their academic disciplinary skills and processes while moving beyond the general curriculum to develop a global perspective of how geography and history interact to create patterns of social interaction throughout history. Project-based research and writing will interlace with debate and discussion while using samples and topics from American and World History. This course is designed for students who have strong academic skills, enjoy history and are willing to make connections between yesterday and today, locally and globally.

GRADE 8 ELECTIVE SELECTIONS

AVID 8 (Year Long)

Tutorials are one of the pillars of the AVID Elective. Twice a week, students choose a concept in a core class with which they struggle. They complete a tutorial request form (TRF), which requires them to walk through their challenge and focus on the one area that is preventing their understanding (point of confusion). They work in groups to ask questions until the student who is confused is able to figure out a solution on their own. That is, they are not shown how to address the problem; rather, they are led to find the solution themselves, thus building their understanding and individual agency. In addition, students do research on careers and colleges that support those careers. They also take field trips to colleges to learn about that life.

CAREER EXPLORATION 8 (Semester Long)

This course exposes 8th grade students to future career pathways at the high school level. Students will use My Future AZ to explore and define their interests, aptitudes and skills while learning about different careers. This course will empower students to make informed choices at the end of 8th grade regarding high school class selection and potential career pathways for their future.

FUNDAMENTALS OF TECHNOLOGY I (Semester Long)

This class will serve as the foundation for all technology courses offered at Page Middle School. Computer competency and keyboarding skills are essential in today's world and are life skills for school- and workplace-readiness. Students will learn the basics of computers and the fundamentals of being digitally literate. They will practice proper typing techniques. Assignments will focus on computer basics and components, online communication/email etiquette, digital citizenship, online safety, Internet research tools, operating system navigation, Google Suite, and productivity tool applications. This course will prepare students for Intermediate technology courses in middle school.

FUNDAMENTALS OF TECHNOLOGY II (Semester Long – Prerequisite Fund of Tech I)

This elective will build on previously learned computer skills taught in the first level course. It is designed to introduce students to software applications that are necessary to live and work in a technological society. The applications covered include keyboarding with a focus on improving typing speed (WPM) and accuracy. Students will also expand their creative computer abilities in keyboarding, presentations, and spreadsheets through the use of Office Suite and Google Workplace, including word processing, spreadsheet creation, and presentations. They will then apply these skills to conduct research and complete projects. They will continue to deal with online communication, online safety, and digital citizenship as they learn the legal, social, and ethical issues related to the use of computers. This course will prepare students for the advanced level of technology in middle school.

FUNDAMENTALS OF TECHNOLOGY III (Semester Long – Prerequisite Fund of Tech II)

This course is the advanced technology course and will build on proficiencies acquired in the previous technology courses. This is an engaging and challenging class to prepare students for college and career in the technology industry and/or computer science field. Students will integrate previously learned Keyboarding and digital literacy skills, and tools, i.e. word processing, multi-media, spreadsheet and database. They apply critical thinking skills as

they learn the problem solving, designing, and programming processes. Students will learn and practice coding skills for game, animation, and/or website and app development. This elective offers students an opportunity to learn and use new technologies as they explore concepts through a hands-on, technical approach to 3D design and printing. Legal, social and ethical issues related to the use of computers in our daily life will continue to be reinforced.

BEGINNING NAVAJO (Year Long)

Students receive Navajo language and culture instruction to the greatest extent possible and are able to apply it beyond the classroom. This practice ensures that the Navajo culture, which has survived for hundreds of generations, continues to thrive. Reading, writing, speaking, comprehension, and critical thinking skills are applied by studying Navajo culture and formal grammar. The course begins with an introduction to the clanships. Every student will create their own clan charts, then engage with other students to explore their clans. Students also learn the Navajo alphabet, which consists of 36 sounds, pronunciation, and letters. In addition, students will learn how to count, say their colors, and count money. Then, students will learn the months in Navajo and say the seasons in Navajo. Students will learn simple phrases, directions, and conversations in Navajo. They will learn the Pledge of Allegiance in Navajo too. In addition, the students will learn the names of towns around the Navajo Nation.

NAVAJO I (High School Credit – Year Long)

The student will become familiar with the basic structure of the Navajo language through listening, speaking, reading and writing the language. The student will be introduced to the Navajo consonants, vowels, and marks used in reading and writing the Navajo language. Emphasis is primarily on oral communication.

YEARBOOK (Year Long – Prerequisite of Fund of Tech I)

This class will work towards producing the yearbook for the school year. Along the way, students will learn how to plan and take pictures, how to conduct interviews and write news stories, and how to plan the placement of graphic elements to make the yearbook pages look amazing.

MUSIC APPRECIATION (Semester Long)

This course is designed to be a generalized music class. We will learn about different music genres, the evolution of music, some music theory/music reading skills, music technology, and the impact of music in popular culture.

BEGINNING BAND (Year Long)

For students interested in playing an instrument and continuing into band in High School. Students will learn the fundamental skills of their selected instrument and the basics of music reading. Students will also perform at band concerts.

CONCERT BAND (Year Long - available to 8th graders with experience in a brass, woodwind, and/or percussion ensemble, can include Marching Band)

This **performing ensemble** class focuses on continued musical development for brass, woodwind, and percussion instrumentalists. Students will reinforce prior music concepts as well as be introduced to new, more advanced musical lessons through learning quality musical literature. This may include (But is not limited to) sight reading, rhythm concepts, music history, music theory, and instrument specific performance techniques. This ensemble maintains an active performing schedule over the course of the year including (but not limited to) evening concerts, pep band performances at all home football and most basketball games, and various events throughout the local community. **All curricular performances listed in the course syllabus distributed at the beginning of the year are required and travel on the weekend may occur over the course of the year as a result of this performance schedule.** Enrollment in concert band also allows students to participate in extracurricular activities at the state and regional levels such as Solo and Ensemble Festival as well as honor band auditions and festivals. This class may be repeated for credit over the course of a high school career. **Enrollment in Concert Band is a yearlong commitment.**

BEGINNING ORCHESTRA (Year Long)

Beginning Strings introduces students to foundational string performance skills on violin, viola, cello, or bass. Instruction emphasizes correct posture and instrument position, basic bowing technique, music literacy, ensemble rehearsal habits, and ear-training. Students learn to produce a characteristic tone and perform simple melodies in unison. Participation in rehearsals and performances supports the development of teamwork and musical confidence. As a condition for membership, students must understand the orchestra performs at mandatory school concerts and festivals throughout the year in appropriate concert attire. Students should plan to practice regularly at home to support their progress.

CONCERT ORCHESTRA (Year Long - available to 8th graders with experience in a strings ensemble)

Concert Orchestra builds on fundamental technique while expanding students' music reading, tone quality, bow control, and rhythmic accuracy. Students perform multi-part ensemble repertoire that introduces new keys, expressive marking, and increased independence within the group. Regular rehearsals and performances reinforce musicianship, responsibility, and collaboration as developing orchestra members. Students should plan to practice regularly at home to support their progress. As a condition for membership, students must understand the orchestra performs at mandatory school concerts and festivals throughout the year in appropriate concert attire.

CHOIR (Year Long)

This course is designed for beginners and requires no prior experience or training. It will focus on the fundamentals of singing, including how to sing and how to use the voice. We will learn musicianship, diction, introduction to solfege (using syllables to read music), and music literacy.

CHORALE (Year Long - available to 8th graders with experience in Choir)

No audition is required for this choir however, previous experience in Choir is recommended. It is for those who are interested in developing fundamental techniques of singing, performing, harmony, and vocal ensemble. The choir will perform at fall and spring concerts, with additional performances outside the regular school day. This is a choir that is open to all voice ranges. Vocal performance, as well as stage presence, is emphasized. Students will become familiar with various styles of choral music, from classical to contemporary, as well as develop the ability to read music.

PHYSICAL EDUCATION (Semester Long)

This course is designed to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, and improve health- and skills-related fitness components. Activities include but are not limited to team recreational games, basketball volleyball soccer, and padded volleyball. Students will be exposed to various sports drills to prepare and master skills in order to participate in group tournaments. In addition, students will learn to collaborate as a team. Leadership and followership will be observed in this subject.

DANCE (Semester Long)

This course, students will engage in a variety of moderate to vigorous physical activities through rhythmic body movements to promote lifelong health and wellness. Activities include but are not limited to the following: Basic movement skills (Locomotor and Non- Locomotor Skills), movement explorations (imitation/ mimicry), elements of dance, dance choreography, Zumba, kinds/types of dances (Line dance, Hip hop, Folk dance, Ballroom dances: Chachacha, Samba, Jive, and Paso Doble, etc.), and cheer dancing. Students are assessed using a variety of methods including skills tests, fitness tests, and written tests. A dance recital/ performance may be included as their final requirements for the class to showcase all the dances that they have learned from the course.

ATHLETIC PERFORMANCE ACADEMY (Semester Long)

In this course, students will have the opportunity to learn about the processes and proper techniques needed to develop muscular strength at this critical stage of their athletic and physical development. Cardiovascular fitness, flexibility, speed and movement dynamics will start their daily routine. Using the weight room, students will learn and practice the technique and form that is required to transform their bodies slowly. Goal setting, a growth mindset, proper diet, and good health choices will be emphasized daily.

STUDENT COUNCIL (Year Long)

In this course, students will develop their leadership skills, practice good citizenship, promote harmonious relations, and plan various social activities for students and staff throughout the year. This class will strive to meet the Arizona Association of Junior High Student Councils' goals, which are developing and promoting leadership abilities; striving for and creating motivation for academic excellence; building awareness, respect, and value for all people; building a partnership between the school and community through service; and creating activities for campus pride and participation.

ART 8 (Semester Long)

Continuing the journey to becoming awesome artists, this course not only focuses on the Elements of Art but also explores how the core Principles of Design (balance, scale, contrast, pattern/repetition, movement/rhythm, emphasis, and unity) work together to highlight the purpose of the artwork. Techniques will include book making, printmaking, acrylic and watercolor painting, and 3D sculpture.

9-12 GRADE COURSE SELECTIONS

ENGLISH

General Description

The Page High School English curriculum is based on the Arizona Academic Standards. Each class requires demonstrated competencies of both the Standards and Page High School Performance Indicators as part of the final grade. Students are placed, as freshmen, on the basis of their demonstrated skills on a standardized test, other data points and learning needs, as well as teacher recommendation. **Students must obtain 4 English credits in order to meet the state's requirements to graduate. Failing any English credit will jeopardize graduation.**

10001101 - ENGLISH 9

Full Year

Grade: 9

Prerequisite: none

Credit: 1.0 English

Students will master the Arizona English Language Arts Standards and prepare to take the Arizona State Assessment. They will gather, interpret, and communicate information in a variety of prose styles. They will develop their vocabulary and language fluency through speech and critical analysis. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

10001103 - ENGLISH 9 HONORS

Full Year

Grade: 9

Prerequisite: Teacher Recommendation

Credit: 1.0 English

Students will follow a course of study similar in structure and content to English 9, but with greater scope and depth. The emphasis will be on critical thinking, writing, and reading; analysis of texts; and making inferences. Writing exercises will be more extensive and challenging. "Honors" notation will appear on the transcript.

10001201 - ENGLISH 10

Full Year

Grade: 10

Prerequisite: English 9

Credit: 1.0 English

Students will master the Arizona English Language Arts Standards. While the structure of the course is similar to English 9, the content is more challenging and the concepts more advanced and comprehensive. Students will analyze and compare selections. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

10001203 - ENGLISH 10 HONORS

Full Year

Grade: 10

Prerequisite: Teacher Recommendation

Credit: 1.0 English

Students will follow a course of study similar in structure and content to English 10, but with greater scope and depth. The emphasis will be on critical thinking, writing, and reading; analysis of texts; and making inferences. Writing exercises will be more extensive and challenging. "Honors" notation will appear on the transcript.

10001301 - ENGLISH 11*Full Year**Grade: 11**Prerequisite: English 10**Credit: 1.0 English*

Students will master the Arizona English Language Arts Standards by following a more rigorous version of the course of study described for English 10, with increased text complexity. While the structure of the course is similar to English 10, the content is more challenging and the concepts more advanced and comprehensive. Students will analyze and compare selections. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

10001305 - ENGLISH 11 HONORS*Full Year**Grade: 11**Prerequisite: Teacher Recommendation**Credit: 1.0 English*

Students will master the Arizona English Language Arts Standards by following a more rigorous version of the course of study described for English 11, with increased text complexity. While the structure of the course is similar to English 11, the content is more challenging and the concepts more advanced and comprehensive. Students will analyze and compare selections. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

10001610/10001611 - COLLEGE COMPOSITION 101/102 DE*Full Year**Grade: 11-12**Prerequisite: Teacher Recommendation, English 10 Honors**Credit: 2.0 English (First semester English 101; Second semester English 102)*

ENG 101 requires practice in writing, rhetoric, and reasoning, with emphasis on using the writing process to compose college-level essays. Students will be able to: 1) analyze and evaluate academic and other non-fictional print and electronic texts; 2) apply strategies for generating ideas, organizing, drafting, revising, and editing; 3) compose writing in non-fiction genres, making rhetorical choices appropriate to context, purpose, and audience; 4) identify and employ academic genre conventions, including thesis statements, organization patterns, paragraph and sentence structures, grammar, and punctuation; critique their own and other students' writing through the peer-review process; 5) revise and edit writing for coherence, conciseness, clarity, diction, and conventions of Standard Written English; 6) research, evaluate, analyze, and document sources; 7) integrate evidence to support their own ideas, using quoting, paraphrasing, and summarizing; 8) and choose and apply an academic documentation style to suit purpose and audience. ENG 102 is continued development of ideas and strategies introduced in ENG 101. Extensive practice in critical thinking, reading, and writing with emphasis on composing analytical essays on literary topics and a documented research paper. **This course is a Dual Enrollment (DE) option through CCC.**

10001501 – ENGLISH 12*Full Year**Grade: 12**Prerequisite: English 11**Credit: 1.0 English*

Students will master the Arizona English Language Arts Standards by following a more rigorous version of the course of study described for English 11, with increased text complexity. While the structure of the course is similar to English 11, the content is more challenging and the concepts more advanced and comprehensive. Students will analyze and compare selections. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

10001503 – HONORS ENGLISH 12*Full Year**Grade: 12**Prerequisite: Teacher Recommendation**Credit: 1.0 English*

Students will master the Arizona English Language Arts Standards by following a more rigorous version of the course of study described for English 12, with increased text complexity. While the structure of the course is similar to English 12, the content is more challenging and the concepts more advanced and comprehensive. Students will analyze and compare selections. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

ENGLISH ELECTIVES**10001816 - LANGUAGE DEVELOPMENT 9/10***Full year**Grade: 9**Credit: 1 Elective**Prerequisite: Placement via AZELLA testing*

The English Language Learner Development (ELD) is a type of instruction that has at its orientation the teaching of English language skills to students who are in the process of learning their English. The content emphasis is English Language Development. The ELD is foundational English which includes speaking, reading, writing, and listening. The reading and writing are aligned to the Arizona K-12 English Language Learner Proficiency Standards and are considered the content of the SEI class. The English Language skills categories shall be delineated from the Discrete Skills Inventory. Classroom entry and exit are determined solely by the AZELLA score. Students who do not have a composite score of Proficient shall be grouped into a class of peers with similar scores of Pre-Emergent, Emergent, Basic, and Intermediate. Students will be offered a chance to retake the AZELLA up to and not exceeding three times during the course of a school year.

10001820 - LANGUAGE DEVELOPMENT 11/12*Full year**Grade: 11-12**Credit: 1 Elective**Prerequisite: Placement via AZELLA testing*

The English Language Learner Development (ELD) is a type of instruction that has at its orientation the teaching of English language skills to students who are in the process of learning their English. The content emphasis is English Language Development. The ELD is foundational English which includes speaking, reading, writing, and listening. The reading and writing are aligned to the Arizona K-12 English Language Learner Proficiency Standards and are considered the content of the SEI class. The English Language skills categories shall be delineated from the Discrete Skills Inventory. Classroom entry and exit are determined solely by the AZELLA score. Students who do not have a composite score of Proficient shall be grouped into a class of peers with similar scores of Pre-Emergent, Emergent, Basic, and Intermediate. Students will be offered a chance to retake the AZELLA up to and not exceeding three times during the course of a school year.

MATHEMATICS

General Description

Page High School mathematics curriculum is defined by the State of Arizona Academic Standard. Students are placed into math courses based on completed prerequisite math courses, test scores, and teacher recommendations. Students who completed Algebra I or Geometry in middle school and can show completion on a report card with a passing grade will be given credit only and not a letter grade. **Students must obtain 4 Math credits in order to meet the state's requirements to graduate. Failing any math credit will jeopardize graduation.**

10002101 - ALGEBRA I

Full Year

Grade: 8-12

Prerequisite: None

Credit: 1.0 Math

This class is an introduction to algebraic thinking. Algebra moves students from arithmetic thinking to abstract algebraic reasoning using logic. Basic problem solving skills with an introduction to relations and functions will be explored. Students will begin to model real world problems with algebraic expressions and equations. Algebra I is required for high school graduation.

10002201 - GEOMETRY

Full Year

Grade: 9-12

Prerequisite: Algebra I

Credit: 1.0 Math

Geometry is a way to model the world; Geometry comes from Geo—"Earth" and Metron—"Measurement." In this class, Algebra is applied to one-dimensional, two-dimensional, and three-dimensional shapes in order to prove, model, and discover Geometric Theorems. We will develop an understanding of the main components of Geometry and how to make constructions to model the world around us. This class teaches the geometry skills needed to move into Algebra II. Topics may include: foundations (vocabulary building), transformations, trigonometry, polygons, circles, coordinate geometry, 3-dimensional shapes, modeling, and proofs. Geometry is a required course for high school graduation.

10002203– HONORS GEOMETRY

Full Year

Grade: 9-12

Recommended: C or better in Algebra 1

Credit: 1.0 Math

This course provides a program offering an accelerated, challenging academic core curriculum. Additional depth of content to the Geometry course includes advanced concepts and extended learning opportunities for the student. Topics may include: foundations (vocabulary building), transformations, trigonometry, polygons, circles, coordinate geometry, 3-dimensional shapes, modeling, and proofs. It is a rigorous, fast paced program, recommended for those students who have demonstrated consistent effort and success in previous academic work. A grade of B or higher in previous math courses is recommended. 'Honors' notation will appear on the transcript. Geometry is a required course for high school graduation.

10002301 - ALGEBRA II

Full Year

Grade: 10-12

Prerequisite: Geometry and Algebra I

Credit: 1.0 Math

This course is a second year of algebra. Students will continue to develop algebra and geometry skills from previous courses as they study linear, quadratic, exponential, and logarithmic functions. Students will be expected to work with a graphing calculator for classwork and homework. Algebra II is required for high school graduation.

10002303 – HONORS ALGEBRA II*Full Year**Grade: 10-12**Prerequisite: Teacher Recommendation**Credit: 1.0 Math*

This course provides a program offering an accelerated, challenging academic core curriculum. This course is a second year of algebra. Students will continue to develop algebra and geometry skills from previous courses as they study linear, quadratic, exponential, and logarithmic functions in depth. Algebra II course includes advanced concepts and extended learning opportunities for the student. It is a rigorous, fast paced program, recommended for those students who have demonstrated consistent effort and success in previous courses. A grade of B or higher in previous math courses is recommended. “Honors” notation will appear on the transcript. Algebra II is required for high school graduation.

10002505 – COLLEGE MATHEMATICS DE*Full Year**Grade: 11-12**Prerequisite: Teacher Recommendation**Credit: 1.0 Math (and DE credit with ASU)*

This course is intended for the student who plans to go to college and major in the social sciences or performing arts and does not need a calculus track. The goal is to build student awareness and understanding in a variety of content areas and to provide the students with the skills necessary to apply mathematics to non-academic situations. Students will examine applications of finance, exponential growth, probability and statistics, and common applications encountered in society. **This course may have a Dual Enrollment (DE) option.**

10002601 – PRE-CALCULUS DE*Full Year**Grade: 11-12**Prerequisite: Teacher Recommendation**Credit: 1.0 Math (and DE credit with ASU)*

This course will include an advanced study of algebraic and trigonometric functions including application problems. Where appropriate the topics will be presented geometrically, numerically, analytically, and verbally.

This course may have a Dual Enrollment (DE) option.

10002401 - SURVEY OF MATHEMATICS*Full Year**Grade: 12**Prerequisite: Algebra 2**Credit: 1.0 Math*

This course is intended to satisfy the 4th year math credit requirement. This course will integrate traditional advanced algebra and geometry topics with real world applications and technology. Topics may include set theory, logic, financial mathematics, estimation, probability, statistics and graph theory.

SCIENCE

General Description

Page High School science classes are built upon the Arizona Science Standards, College Board, and/or accredited college curriculum for each specific class. Page High School Performance Indicators listed for each class must also be met. **College bound students should keep in mind that highly selective universities require four years of lab science; a minimum of two must be from biology and chemistry.** All science classes offered at PHS are lab sciences. Students must obtain 3 science credits in order to meet the state's requirements to graduate. **Failing any science credit will jeopardize graduation.**

10003101 - EARTH AND SPACE SCIENCE

Full Year

Grade: 9

Prerequisite: None

Credit: 1 Science

Earth and Space science is an introductory science course that is designed to lead the student toward a successful understanding of Earth's processes, while giving them a skill set that will help them be more successful within their upper-level science courses. The goal of this course is to provide students with a basic understanding of our planet as well as the space that surrounds us. The curriculum investigates planetary aspects such as the Earth's formation, Earth materials and processes, available and important resources, changing landscapes and climate, catastrophic events, and society's attempt to deal with our ever-changing world. The curriculum also includes studies on the Big Bang Theory, Solar Nebular Theory, star and galaxy formation and evolution, and space exploration. Students can make real-world connections by examining the effects of technological advances and how that leads to new scientific discoveries.

10003203 – HONORS BIOLOGY

Full Year

Grade: 9

Prerequisite: Teacher Recommendation

Credit: 1.0 Science

Honors Biology is an advanced, college preparatory lab science course preparing students in the Arizona Science standards. Honors Biology engages students in the study of biological molecules, cells, DNA, genetics, evolution, and ecology. It is a fast paced, rigorous, and in-depth study that will address the course topics while focusing on the development of critical thinking skills, inquiry, and laboratory skills. Honors Biology also is intended to provide a solid foundation of skills and knowledge for taking future rigorous science classes.

10003201 - BIOLOGY

Full Year

Grade: 10

Prerequisite: None

Credit: 1.0 Science

Biology is a lab science course preparing students in the Arizona Science standards. Biology emphasizes the study of cells, DNA, genetics, evolution, and ecology. It will address the course topics while focusing on the development of critical thinking skills, inquiry, and laboratory skills.

10003303 – CHEMISTRY

Full Year

Grade: 10-11

Prerequisite: None

Credit: 1.0 Science

In Chemistry, the student will explore the workings of the universe from a new perspective, the atomic level. Various phenomena will be explored both in the classroom setting, as well as in the lab. Students will study the building blocks of matter, how things react, and why they react. Practical applications will be emphasized whenever possible.

10003312 – COLLEGE CHEMISTRY DE*Full Year**Grade: 10-11**Prerequisite or Corequisite: Algebra I**Credit: 1.0 Science (and DE credit with CCC)*

In College Chemistry, the student will explore the workings of the universe from a new perspective, the atomic level. Various phenomena will be explored both in the classroom setting, as well as in the lab. Students will study the building blocks of matter, how things react, and why they react. Practical applications will be emphasized whenever possible. Strong mathematical skills are needed and used throughout the year. Students will be exposed to a greater degree of complex problems that they will encounter in college. **This course is a Dual Enrollment (DE) course with CCC.**

10003704 - ENVIRONMENTAL SCIENCE DE*Full Year**Grade: 11 – 12**Prerequisite: Chemistry (College Chemistry DE Recommended)**Credit: 1.0 Science*

Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study and provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. **This course may have a Dual Enrollment (DE) option.**

10003212 - COLLEGE BIOLOGY DE*Full Year**Grade: 11-12**Prerequisite: Biology and Chemistry (Honors and College recommended)**Credit: 1.0 Science (and DE credit with CCC)*

College Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations. The course emphasizes central principles related to cellular and molecular processes in the cell including molecular structure, cell structure, reproduction, metabolism, and molecular genetics; as well as general concepts related to evolution, biodiversity, and ecology. **This course is a Dual Enrollment (DE) course with CCC.**

10003207 - ANATOMY/PHYSIOLOGY DE*Full Year**Grade: 11-12**Prerequisite: Chemistry or College Chemistry DE (or concurrent with Chemistry or College Chemistry DE)**Credit: 1.0 Science (and DE credit with ASU)*

The nature of this course will be to explore the anatomy and physiology of the human body. This course will include applying the anatomy (structure) and physiology (function) in relation to the human body systems including musculoskeletal, cardiovascular, respiratory, neurological, digestive, excretory, and endocrine systems. This is a rigorous course that will foster communication, learning through inquiry, critical thinking, and writing skills while involving the process of science. Dissections are required.

10003604 - BOTANY/ZOOLOGY*Full Year**Grade: 11-12**Prerequisite: Chemistry or College Chemistry DE (or concurrent with Chemistry or College Chemistry DE)**Credit: 1.0 Science*

The first half of this course is designed as a survey of Botany. The emphasis is on a wide range of studies from plant biology, biochemistry, and genetics, to the physiology, taxonomy, and ecology of the great diversity of plant life. This course will foster vital communication, critical thinking, and writing skills while involving the students in the processes of plant science.

Zoology is the second half of the course focusing on animal development, evolution, classification and identification as well as anatomical structures, physiology, and uniqueness. This course requires a strong background in biology and a willingness to learn. Zoology will build on and enhance your knowledge of all animal life forms from single celled organisms to complex mammals such as yourself. The course will include, but is not limited to, the topics of cell structures, ecology, reproduction, classification, evolution, and many of the animal phyla. This course will use a variety of teaching techniques including debate/discussion, research, lecture, lab, and modeling.

10003501 - PHYSICAL GEOLOGY

Full Year

Grade: 11-12

Prerequisite: Chemistry 1 or Teacher Recommendation

Credit: 1 Science

The Geology course is designed to lead the student toward a successful understanding of introductory Geological science. Geology can serve students who have both science and non-science emphasis in their course work. The goal of this course is to provide students with a basic understanding of geology, geologic processes, and how geology impacts our society. The curriculum investigates the Earth's formation, Earth materials and processes, available and important resources, changing landscapes and climate, catastrophic events, and society's attempt to deal with our ever changing world. Students can make real-world connections by examining our effect upon mineral and rock resources, seismic events, and how a changing climate has the ability to alter life and depositional environment.

SOCIAL STUDIES

General Description

Page High School Social Studies classes are based on the State of Arizona Social Studies Standards for each specific class. The Page High School Performance Indicators are listed for each class and must also be met for credit. Students are placed in the appropriate sequence of classes based on their needs. The philosophy of the Social Studies Department is that for a student to fully understand what is going on in the world today he/she must understand what has come before. This is done through discussion, writing and critical thinking. The focus of all Social Studies classes will be on developing critical reading and writing skills that are essential for success in college. **Students must obtain 3 Social Studies credits in order to meet the requirements to graduate. Failing any Social Studies credit will jeopardize graduation.**

10004101 - WORLD HISTORY

Full Year

Grade: 10

Prerequisite: None

Credit: 1.0 Social Studies

World History/Geography is designed to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students will apply the lessons of World History to their lives as citizens of the United States and members of the world community.

10004103 – HONORS WORLD HISTORY

Full Year

Grade: 10

Recommended: Honors English 9, Teacher Recommendation

Credit: 1.0 Social Studies

This course is for students who wish to challenge themselves with a deeper study of world history. Students will be expected to complete outside reading and independent study in preparation for AP US History. This World History course is designed to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students will apply the lessons of World History to their lives as citizens of the United States and members of the world community.

10004201 - US/AZ HISTORY

Full Year

Grade: 11

Prerequisite: World History

Credit: 1.0 Social Studies

The goal of American History is to provide the opportunity to students with a basic knowledge and understanding of the chronological development of the American people and government by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. The course will also provide students with the knowledge of how events in the past influence modern society. The course will explore the age of exploration, the foundations of the United States democracy, westward expansion, to individual rights and responsibilities of its citizens. Learning Strategies will be implemented to aid students in making connections between the events and ideas of the past and their lives today. By contextualizing the study of modern America, students can make connections across the span of U.S. history that will enrich and deepen their understanding of their own place in the American story.

10004203 - HONORS US/AZ HISTORY

Full Year

Grade: 11

Prerequisite: World History (Honors preferred)

Credit: 1.0 Social Studies

Honors U.S. History is an advanced survey of the American experience from the early colonial period to the present, emphasizing critical thinking, primary source analysis, and historical interpretation. Students will explore the political, economic, social, and cultural forces that shaped the United States—examining how conflict, innovation, and reform have defined the nation’s identity.

This honors-level course moves at an accelerated pace and expects students to engage deeply with complex historical themes such as liberty and equality, expansion and reform, industrialization and urbanization, war and diplomacy, civil rights and social change. Learners will analyze diverse perspectives, connect past events to current issues, and construct well-supported historical arguments in both discussion and writing.

10004204 – ASU OL HISTORY 109 DE

Full Year

Grade: 11

Prerequisite: World History Honors, Teacher Recommendation

Credit: 1.0 Social Studies (and DE credit with ASU)

In this course, we’ll explore early American history. Our story will begin with the peoples and cultures of Native America and will conclude with the Civil War that transformed the United States between 1861-1865.

As we proceed, we’ll learn that history is more than just a bunch of dates and names. Understanding “what happened” requires us to reflect on how we know what we know and how we ought to interpret that evidence. History is to the past what a map is to the physical world: a way of representing a complex reality. Just like there are different kinds of maps -- topographical, political, etc. -- there are also different kinds of histories. It’s important to think about what those histories reveal and leave out.

History teaches us to think about people whose lives were different than our own and to seek out their perspectives. By asking good questions and by honing the skills we need to pursue answers, we gain a fuller, richer, and more interesting view of the past. And this, in turn, helps us understand our own world and the circumstances of our own lives a little better.

To sum it all up, in this course, we will: Gain a broad overview of American history through 1865, Learn how to evaluate evidence and craft arguments, and recognize the extent to which writing history involves making informed choices.

10004401 – ECONOMICS

Semester

Grade: 12

Prerequisite: U.S. History

Credit: 0.5 Social Studies

Economics deals with the study of the decision-making processes in a market economy. The allocation of scarce resources to meet the unlimited wants of the consumer is a basic part of the subject. Other topics include the production, distribution and consumption of goods; the role of businesses, government, workers and consumers in our economy and the world economy. Specific topics include scarcity, types of businesses, markets, supply and demand, money and banking, government policy, taxation and international trade. This course is partnered with US/AZ CONSTITUTION.

10004403 – HONORS ECONOMICS*Semester**Grade: 12**Prerequisite: Enrolled in AP U.S. Government, Teacher Recommendation**Credit: 0.5 Social Studies*

Honors Economics deals with the study of the decision-making processes in a market economy. The allocation of scarce resources to meet the unlimited wants of the consumer is a basic part of the subject. Other topics include the production, distribution and consumption of goods; the role of businesses, government, workers and consumers in our economy and the world economy. Specific topics include scarcity, types of businesses, markets, supply and demand, money and banking, government policy, taxation and international trade. This class works at a faster pace to prepare students for AP US Government & Politics. This course is partnered with American Government & Politics DE.

10004501 – US/AZ CONSTITUTION*Semester**Grade: 12**Prerequisite: U.S. History**Credit: 0.5 Social Studies*

Students will explore the formal structure of American government, informal political groups that impact decisions and the rights and responsibilities that define our freedom. This class will enable learners to effectively participate in federal, state, and local decisions that impact their lives. Class debates, mock trials and simulations will be used to develop critical thinking. This course is partnered with ECONOMICS.

10004604 - AMERICAN GOVERNMENT & POLITICS DE*Semester**Grade: 12**Prerequisite: U.S. History; Recommended: C or better in U.S. History; enrollment in Honors Economics**Credit: 0.5 Social Studies*

Government and politics are hugely important to everyone whether or not they pay much attention to these topics. During this course, American governments (federal, state, and local) will face economic, social, and public-health challenges. Politics will help determine how these governments address the challenges. You now are and will be affected by these decisions or policies: government and politics help to decide how much students like you pay for college and what activities (e.g., voting, driving) are legal for people 18 years old or younger. At the same time, each of us helps to influence government and politics. There are many ways to participate but even those who cannot participate, or who choose not to participate, play a part in determining the winners and losers of American government and politics. Therefore, whether you are a participant or not, understanding your role, responsibilities, and rights in our government and politics will help you to achieve influence and make a difference. In this course, you will learn about these roles, responsibilities, and rights with an eye to achieving influence and making a difference. This begins with learning about the basic institutions that comprise our American government: The Constitution, federalism, and the civil liberties and rights that define freedom in the United States. We will then advance to a practicable understanding of participation: including why elections matter, how and why people engage in politics (hint: participation is about more than voting!), and why some cannot or choose not to engage. In this unit of the course, we will also cover topics that generate or embody participation, such as the news media and powerful interest groups. Finally, we will cover the institutions that channel participation into actual policy, including the Congress, Presidency, and Courts. This unit will also discuss the different kinds of policies our governments determine. This course is partnered with Honors Economics.

SOCIAL STUDIES ELECTIVES

10004106 - GEOGRAPHY

Full Year

Grade: 9

Prerequisite: None

Credit: 1.0 Elective

This course introduces students to the study of Earth's physical features, cultures, and human-environment interactions. Students will explore regions of the world to understand how geography influences societies, economies, and global connections. Emphasis is placed on developing map skills, critical thinking, and a global perspective to better understand today's interconnected world.

10004108 - HONORS GEOGRAPHY

Full Year

Grade: 9

Prerequisite: Teacher Recommendation

Credit: 1.0 Elective

This rigorous, college-preparatory course explores the physical and human systems that shape our world. Students analyze global patterns, regional characteristics, and the relationships between people and their environments. Emphasizing critical thinking, research, and academic writing, this course prepares students for the challenges of advanced high school and college-level coursework.

10004705 - NAVAJO GOVERNMENT

Semester

Grade: 11-12

Prerequisite: None

Credit: 0.5 Elective

Required course for the Chief Manuelito Scholarship

The student will explore the historical informal political bands defined through the clan system/headmen, the unifying impact of the Long Walk, the formal structure of the Navajo Nation Government and the rights and responsibilities that define freedom. The class will enable students to effectively participate in the Navajo Nation government and be informed of the local tribal decisions that impact their lives. Class debates, mock trials/treaty making, and simulations will be used to develop critical thinking. Students must demonstrate research skills by the end of the course. **This course may have a Dual Enrollment (DE) option with (NAV 221 - 3 college credits) through NTU.** Students who wish to earn college credit must register with and meet the testing requirements set by Navajo Technical University. See dual enrollment requirements.

PHYSICAL EDUCATION

General Description

The Page High School Physical Education (PE) Department has its foundations in the Arizona Academic Standards and in the belief that physical fitness and adherence to healthy lifestyles is a lifelong goal. Its goal is that all students will develop the knowledge and skills necessary for maintaining good health, maintaining an optimum level of physical fitness and participating in recreational and competitive physical activities. Every student is expected to engage in physical activity during his or her high school career. If a student has a serious injury and cannot complete their physical education requirements it is suggested they drop their PE class. A doctor's note and administrative approval are required. Upon approval, the student will be enrolled in an online course to complete their PE requirement. **Students must obtain 1 PE/Health credit in order to meet requirements to graduate. Failing any PE credit will jeopardize graduation.**

10007005 – HEALTH & PERSONAL FITNESS

Full Year

Grade: 9

Prerequisite: None

Credit: 1.0 PE

This course is required.

This is a hybrid course with both elements of health education and personal fitness education. The first half of the course will be spent primarily in the classroom discussing health education topics such as dimensions of health, mental health, stress, physical health, nutrition, alcohol, tobacco and other drugs, risky behaviors, violence prevention, bullying, and environmental health. The second half of the course will take place primarily in the gymnasium. This half will focus on personal health knowledge in an effort to improve physical fitness. Students will improve physical fitness levels through daily workouts and weekly lifetime fitness activities.

10005025 - STRENGTH TRAINING

Full Year

Grade: 10-12

Prerequisite: must pass Health and Personal Fitness; department approval

Credit: 1.0 Elective

This course is designed to improve overall performance for the athlete or non-student athlete desiring a structured weight lifting program. Students can experience health benefits like an increase in strength, self-efficacy, and cardiovascular activity. The class will address the fundamentals of lifting, safety, and proper gym etiquette. Each student will complete three tests throughout the course with one being a written test assessment to get approval to be in the weight room. Overall, students will learn to create a 12-week program and build the confidence needed for future workouts outside of the PHS weight room. Lastly, this is a physically demanding course requiring you to change into athletic wear 95% of the school year!

10005035 – TEAM SPORTS

Full Year

Grade: 10-12

Prerequisite: must pass Health and Personal Fitness; department approval

Credit: 1.0 Elective

This course includes a wide variety of physical fitness activities and team sports. Sports included are Volleyball, basketball, soccer, football, ultimate Frisbee, broomball, lacrosse, softball, various racquet activities, and other competitive games. Fitness testing is performed twice a semester for each student.

10005101 – UNIFIED SPORTS*Full Year**Grade: 9-12 (9th and 10th graders only allowed as athletes or if pre-approved by instructor)**Prerequisite: Teacher Approval**Credit: 1.0 Physical Education*

This course is a physical activity based course in which students will help peers with various disabilities become more active. The course focuses on teamwork, positive attitudes, sportsmanship, and work ethic. Athletes (students with an IEP) will be graded daily on attitude and participation. Partners will be assessed on attitude and participation and also on occasional journal entries as well as a student-led Adapted Physical Education (APE) lesson. In addition to physical education, students will be taught basic health concepts including but not limited to: nutrition, personal hygiene, safety, and substance abuse.

Jr. RESERVE OFFICER TRAINING CORPS (JROTC)

The JROTC program is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork and self-discipline. Its focus is reflected in its mission statement “To motivate young people to be better citizens.” It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as an American citizen. Cadets will have the opportunity to join various co-curricular teams to compete in marksmanship, physical fitness, precision drill, cyber security, and academics. Uniforms are provided. Cadets are responsible for uniform cleaning and maintenance.

10006630 - JROTC I Emerging Leader 1-2*Full Year**Grade: 9-11**Prerequisite: None**Credit: 1 Vocational and/or satisfies Health & Personal Fitness credit*

Students will develop leadership, self-reliance, responsiveness to authority, physical fitness, and attributes related to good citizenship, and patriotism. All lessons are designed using a four-part model to motivate the Cadet, allow the Cadet to learn new information, practice competency, and apply the competency to a real-life situation. Moreover, the four-part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership, health and wellness, first-aid, geography, American history and government, communications, and emotional intelligence.

10006632 - JROTC II Developing Leader 3-4*Full Year**Grade: 10-12**Prerequisite: Successful completion of I**Credit: 1 Vocational and or .5 PE Credit*

Students will experience increasing personal leadership opportunities. All lessons are designed using a four-part model to motivate the Cadet, allow the Cadet to learn new information, practice competency, and apply the competency to a real-life situation. Moreover, the four-part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership, health and wellness, physical fitness, first-aid, geography, American history and government, communications, and emotional intelligence.

10006634 – JROTC III Supervising Leader 5-6*Full Year**Grade: 11-12**Prerequisite: Successful completion of II**Credit: 1 Vocational and or .5 PE Credit*

Students will assume increasing responsibility for the training and instruction of newer cadets. All lessons are designed using a four-part model to motivate the Cadet, allow the Cadet to learn new information, practice

competency, and apply the competency to a real-life situation. Moreover, the four-part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership, health and wellness, physical fitness, first-aid, geography, American history and government, communications, and emotional intelligence

10006636 – JROTC IV Managing Leader 7-8

Full Year

Grade: 12

Prerequisite: Successful completion of III

Credit: 1 Vocational and or .5 PE Credit

Students will assume responsibility for the planning and conduct of all JROTC activities, under the guidance of their instructors. All lessons are designed using a four part model to motivate the Cadet, allow the Cadet to learn new information, practice competency, and apply the competency to a real-life situation. Moreover, the four-part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership, health and wellness, physical fitness, first-aid, geography, American history and government, communications, and emotional intelligence.

FINE ARTS

VISUAL ARTS

Visual Art General Description:

The student will be aware that art is a form of visual communication which affects and is affected by the emotions. The student will create art products in a way that suits the student's abilities and interests. The student will become artistically literate having a basic understanding of the art elements and principles and a greater insight into creativity. **Students must obtain 1 Fine Art credit in order to meet the state's requirements to graduate. Failing any Fine Art credit may jeopardize graduation.**

10008010 - ART I

Semester

Grade: 9-12

Prerequisite: None

Credit: 0.5 Fine Art

This is an introductory art course that provides an opportunity for students to learn the basic skills and techniques of drawing and painting. Emphasis is placed on techniques leading to the development of abilities that are necessary for advanced art courses. Students will explore a variety of artists, art processes, techniques, and materials.

10008020 - ART II

Semester

Grade: 9-12

Prerequisite: Art I

Credit: 0.5 Fine Art

A second year art course that provides an opportunity for students to expand on the drawing and painting concepts introduced in Art I. Students are given more in depth problems to solve creatively while becoming more adept through a broad exposure to various media. Students will explore a variety of artists, art processes, techniques and materials.

10008030 - ART III*Semester**Grade: 10-12**Prerequisite: Art II**Credit: 0.5 Fine Art*

A third year art course that provides an opportunity for students to expand on the drawing and painting concepts introduced in Art I and II. Opportunities for creative, challenging, independent study art projects, designed by the student and approved by the teacher will be incorporated into the curriculum.

10008040 - ART IV*Semester**Grade: 11-12**Prerequisite: Art III**Credit: 0.5 Fine Art*

Individualized approach using an advanced art curriculum in which students are provided studio time to develop an artist's portfolio. Students may have access to community art projects.

10008050 - ART STUDIO INTERN*Full Year**Grade: 11-12**Prerequisite: Successful completion of Art III or Art IV, and Instructor approval**Credit: 1.0 Fine Art*

The Studio Assistant will help the Art Teacher as both a teaching assistant and a studio assistant. Duties include but are not limited to running errands for the teacher, maintaining the art studio by cleaning, organizing, maintaining the supplies, and possibly serving as a student mentor, etc. A high degree of responsibility is required for this position.

MUSICAL ARTS

Musical Arts General Description:

Music courses at Page High School provides an opportunity for creative expression and personal growth for all music students. A variety of musical styles are explored and students are taught listening as well as performance skills. The chance to perform both publicly and for peers is offered. All of the High School, National, and State Academic Standards for Music are introduced and assessed. These include Creating, Performing, Responding, and Connecting to music.

10008107 - CONCERT BAND*Full Year**Grade: 8-12**Prerequisite: One-year experience or Instructor Approval**Credit: 1.0 Fine Art*

This **performing ensemble** class focuses on continued musical development for brass, woodwind, and percussion instrumentalists. Students will reinforce prior music concepts as well as be introduced to new, more advanced musical lessons through learning quality musical literature. This may include (But is not limited to) sight reading, rhythm concepts, music history, music theory, and instrument specific performance techniques. This ensemble maintains an active performing schedule over the course of the year including (but not limited to) evening concerts, pep band performances at all home football and most basketball games, and various events throughout the local community. **All curricular performances listed in the course syllabus distributed at the beginning of the year are required and travel on the weekend may occur over the course of the year as a result of this performance schedule.** Enrollment in concert band also allows students to participate in extracurricular activities at the state and regional levels such as Solo and Ensemble Festival as well as honor band auditions and festivals. This class may be repeated for credit over the course of a high school career. **Enrollment in Concert Band is a yearlong commitment.**

10008103 – WIND ENSEMBLE*Full Year**Grade: 9-12**Prerequisite: One-year experience or Instructor Approval**Credit: 1.0 Fine Art*

This **performing ensemble** class focuses on advanced musical development for brass, woodwind, and percussion instrumentalists. Students will reinforce prior music concepts as well as be introduced to new, more advanced musical lessons through learning quality musical literature. This may include (But is not limited to) sight reading, rhythm concepts, music history, music theory, and instrument specific performance techniques. This ensemble maintains an active performing schedule over the course of the year including (but not limited to) evening concerts, pep band performances at all home football and most basketball games, and performances at local and state level concert festivals, and various events throughout the local community. **All curricular performances listed in the course syllabus distributed at the beginning of the year are required and travel on the weekend may occur over the course of the year as a result of this performance schedule.** Enrollment in concert band also allows students to participate in extracurricular activities at the state and regional levels such as Solo and Ensemble Festival as well as honor band auditions and festivals. This class may be repeated for credit over the course of a high school career.

10008131 - CHORALE*Full Year**Grade: 8-12**Prerequisite: None**Credit: 1.0 Fine Art*

No audition is required for this choir. It is for those who are interested in developing fundamental techniques of singing, performing, harmony, and vocal ensemble. The choir will perform fall and spring concerts, with additional performances outside the regular school day. This is a choir that is open to all voice ranges. Vocal performance, as well as stage presence, is emphasized. Students will become familiar with various styles of choral music, from classical to contemporary, as well as develop the ability to read music. This class may be repeated for credit.

10008133 – HONORS CONCERT CHOIR*Full Year**Grade: 9-12**Prerequisite: Audition or Instructor approval**Credit: 1.0 Fine Arts*

Must audition for the teacher. Requirements are the ability to sing on pitch with a good tone and recognizable vocal technique, read rhythms to demonstrate a foundation of basic beat, sight read with voice, and demonstrate knowledge of solfege and basics of music theory. Students auditioning for this choir must show outstanding musicianship. This class may be repeated for credit. **This group is required to participate and compete in Choral Festivals.**

10008141 - CONCERT ORCHESTRA*Full Year**Grade: 8-12**Prerequisite: One-year experience or Instructor Approval**Credit: 1.0 Fine Art*

Concert Orchestra builds on fundamental technique while expanding students' music reading, tone quality, bow control, and rhythmic accuracy. Students perform multi-part ensemble repertoire that introduces new keys, expressive marking, and increased independence within the group. Regular rehearsals and performances reinforce musicianship, responsibility, and collaboration as developing orchestra members. Students should plan to practice regularly at home to support their progress. As a condition for membership, students must understand the orchestra performs at mandatory school concerts and festivals throughout the year in appropriate concert attire.

10008143 - ADVANCED ORCHESTRA*Full Year**Grades: 9-12**Prerequisite: Concert Orchestra - Audition**Credit: 1.0 Fine arts*

This yearlong course is for students who already have experience playing a string instrument and want to continue building their musical skills. In this class, students will work on playing in tune, learning new key signatures, and developing techniques such as shifting finger positions and sight reading. As a condition for membership, students must understand the orchestra performs at mandatory school concerts and festivals throughout the year in appropriate concert attire. Students should plan to practice regularly at home to support their progress. Placement is based on a simple playing test, and auditions are held before the end of the school year. Students transferring mid-year may audition during their first two weeks. This course aligns with Arizona Music Academic Standards.

10008145 - HONORS ORCHESTRA*Full Year**Grades: 9-12**Prerequisite: Teacher recommendation or audition**Credit: 1.0 Fine arts*

The Page High School Honors Orchestra is an advanced performance ensemble designed for motivated string students who demonstrate exceptional musicianship, maturity, and citizenship. This course emphasizes the highest standards of ensemble performance, independent musicianship, and professional responsibility. Students refine tone production, intonation, phrasing, and stylistic interpretation while preparing challenging literature for public concerts, regional festivals, and adjudicated events such as Arizona Solo & Ensemble.

Participation in this course reflects more than technical skill—it represents a student’s reliability, teamwork, and commitment to excellence. Membership requires consistent rehearsal discipline, personal accountability, and the ability to represent Page High School with integrity both in school and during travel. Students are expected to maintain academic eligibility, meet all behavioral expectations, and serve as role models within the orchestra program.

Performance obligations may include concerts, community events, and regional travel. Students are expected to prepare and perform a solo or chamber work annually as part of their artistic development. Emphasis is placed on leadership within the ensemble, the willingness to accept feedback, and the pursuit of superior-level performance ratings through collective and individual growth.

Non-Negotiable Expectations for Membership:

- Exemplary citizenship and cooperation in class and school.
- Respect for instruments, equipment, and rehearsal space.
- Dependability in attendance, punctuality, and preparation.
- Academic eligibility and accountability for missed work during travel.
- Maturity and professionalism during rehearsals, concerts, and trips.
- Acceptance of constructive feedback and commitment to improvement.
- Willingness to perform solo literature and represent the program publicly.

Note: Admission is by teacher recommendation or audition. Enrollment is contingent upon demonstrated readiness for advanced ensemble participation and the ability to meet all behavioral and academic expectations.

10008151 - BEGINNING GUITAR*Full Year**Grade: 9-12**Prerequisite: None**Credit: 1.0 Fine Art*

This course is open to any student in high school who is interested in learning to play the guitar. No previous musical training is necessary. Students will learn how to read music, play chords, and the history of the guitar. Emphasis will be on classical guitar. This course is intended to start with beginners and continue through to an intermediate level. This course may not be repeated for credit. It is recommended that students own their own guitar.

10008153 - ADVANCED GUITAR*Full Year**Grade: 9-12**Prerequisite: Audition; Beginning Guitar recommended**Credit: 1.0 Fine Art*

This course is open to guitarists who show a commitment to performance and practice. A continuation of beginning guitar, Rock-n-Roll, Classical, and other styles are pursued. Students will continue their note reading as well as learn scales, chords, and various modes. Students will have multiple performance opportunities throughout the year. An ability to learn and practice independently is needed and ownership of a guitar is highly recommended.

10008160 - BEGINNING PIANO*Full Year**Grade: 9-12**Prerequisite: None**Credit: 1.0 Fine Art*

Beginning piano provides students with individualized training in basic piano technique, musical notation, history, and culture. This course is designed to develop skills both individually and in small groups. Students will have the opportunity to explore repertoire from different cultures and historical periods as they learn the basics of note reading and performance technique. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. Students need no prior experience playing the piano to enroll.

WORLD LANGUAGE

General Description

In the global economy of today, knowing world language is a personal and professional asset – one that can open the door to a new world for students. On a personal level, language study will help students to understand other people and their feelings, opinions, and attitudes. It will also increase students' awareness of language and culture. On the professional level, career opportunities will be open to students in travel, education, adventure, photography, business, law... the list is endless! Exchange programs and homestays are available in French and Spanish countries. Arizona universities require two years of the same foreign language for admittance.

10001901 - SPANISH I*Full Year**Grade: 8-12**Prerequisite: None**Credit: 1.0 World Language*

The student will be able to communicate basic needs in Spanish in the present tense. In the classroom or in a Spanish-speaking country, the student would be able to communicate in Spanish. They will learn and develop an appreciation for the customs and cultures of Latin America.

10001903 - SPANISH II*Full Year**Grade: 9-12**Prerequisite: Spanish I**Credit: 1.0 World Language*

This class is a continuation of Spanish I. This year students will learn to speak using the past and future tenses of verbs. Emphasis is still on conversation, but more reading and writing will be incorporated. Students will continue learning about the customs and cultures of Latin America.

10001905 - SPANISH III*Full Year**Grade: 9-12**Prerequisite: Spanish I**Credit: 1.0 World Language*

This class is a continuation of Spanish II. Students will continue to speak using present, past, and future tenses of regular, irregular, and stem-changing verbs. Instruction occurs primarily in Spanish, both spoken and written. Students read and analyze short stories and selected novels in Spanish. As complexity builds, students should feel comfortable reading short texts and instruction in Spanish. The grammar focus includes introducing the subjunctive tense. Students also explore Latin American customs and cultures through increased reading and writing in Spanish.

10001931 - NAVAJO I*Full Year**Grade: 8-12**Prerequisite: None**Credit: 1.0 World Language*

Navajo I introduces students to the basics of the Navajo language. Students learn the alphabet, spelling patterns, and sounds of the language, along with simple vocabulary and sentence structure. The course focuses on writing practice, pronunciation, and building a strong foundation for future Navajo study.

10001933 - NAVAJO II*Full Year**Grade: 9-12**Prerequisite: Navajo I**Credit: 1.0 World Language*

Building on Navajo I, Navajo II strengthens students' ability to read and understand written Navajo. Students explore the history of the Navajo people and learn how words are formed through prefixes, stems, and suffixes. The course helps students expand their vocabulary and develop confidence in reading and interpreting short texts.

10001937 - NAVAJO III*Full Year**Grade: 10-12**Prerequisite: Navajo II**Credit: 1.0 World Language*

Navajo III builds on the reading and word-formation skills learned in Navajo II. Students focus on improving their speaking and listening abilities while learning about Navajo cultural practices and traditions. Emphasis is placed on the meanings and use of words in different contexts, helping students communicate more naturally and accurately.

10001939 - NAVAJO IV*Full Year**Grade: 11-12**Prerequisite: Navajo III**Credit: 1.0 World Language*

Building on the communication skills developed in Navajo III, Navajo IV guides students toward advanced understanding of the Navajo language. Students strengthen reading and listening comprehension, learn appropriate

cultural behaviors in communication, and study more complex grammar and sentence patterns. By the end of the course, students use Navajo with increased fluency, accuracy, and cultural awareness.

GENERAL ELECTIVES

10008304 – STUDENT COUNCIL

Full Year

Grades: 9-12

Prerequisite: Application with interview; Election or Committee or Sponsor Approval

Credit: 1.0 Elective

Officers will be charged with planning, directing, and evaluating events traditionally managed by the Student Council: coordinating student fundraising consistent with School Board guidelines and providing a representative forum for expression of student opinions. This course can be repeated, but the first semester must be taken before the second semester (They cannot be taken concurrently). All student body and class officers will take this class.

10006555 - YEARBOOK

Full Year

Grades: 8-12

Prerequisite: 2.0 GPA, Fundamentals of Tech or Graphic Design

Credit: 1.0 Elective

This course will focus on teaching writing and design skills to create the school's yearbook. After deciding on format and content and becoming "expert" designers, students will design page layouts, organize group photo sessions, take

portrait and action pictures, write news articles and other copy, edit and revise copy in order to produce the yearbook. Students will also be expected to work independently, in small project groups, and with the public. Students can repeat the Yearbook course each school year.

10008305 – INSTRUCTIONAL INTERN - OFFICE

Full Year

Grade: 11-12

Prerequisite: on-track to graduate, all previous courses were passed, good attendance

Credit: 1.0 Elective

Only one intern period may be granted each semester.

Students will report to their supervisor for daily assignments to include message dissemination, greeting the public and general office duties. Students are graded on a CR/NC basis. A statement of confidentiality must be on file. Student can choose to work for the Attendance office, the Athletics office, the Admin office or by special permission to an elementary school (for 7th period only).

10008325 - INSTRUCTIONAL INTERN - CLASSROOM

Full Year

Grade: 11-12

Prerequisite: on-track to graduate, all previous courses were passed, good attendance

Credit: 1.0 Elective

Only one intern period may be granted each semester.

Students will report to their supervisor for daily assignments to include, message dissemination, general office duties, assignment to teachers for assistance and other duties as needed. Students are graded on a CR/NC basis.

10006575 - PEER MENTOR*Full Year**Grade: 11-12**Prerequisite: none**Credit: 1.0 Elective*

This course is designed for upperclass students to build a mentoring relationship with underclass students. Mentoring is a structured and trusting relationship that brings young people together to offer guidance, support and encouragement aimed at developing competence and character of the mentee. A peer mentor is a positive role model that helps their mentee transition into high school expectations. A peer mentor supports mentees with academics, organizational skills, study habits, and goal-setting. They share personal experiences to help mentees navigate high school challenges and connect them to school resources when needed. A confidentiality form and roles and expectations forms are signed and students are held to high character standards in this class.

10008331 – AVID 9*Full Year**Grade: 9**Prerequisite: AVID 8 or Elective Selection Process**Credit: 1.0 Elective*

AVID is an elective class offered to students who would like to prepare for four-year universities. The curriculum features writing, inquiry, collaboration, reading, note taking and study skills, and College/Career/ Motivational activities, including field trips to universities in the area. Trained tutors are in the classroom leading collaborative tutorials twice a week. Students must commit to taking notes in subject-area classes on a daily basis. Focus of AVID 9 is organization, planning, inquiry, and vocabulary development. Other requirements are satisfactory citizenship, good attendance, and a GPA of 2.5-4.0.

10008333 - AVID 10*Full Year**Grade: 10**Prerequisite: AVID 9 or Elective Selection Process**Credit: 1.0 Elective*

AVID is an elective class offered to students who would like to prepare for four-year universities. The curriculum features writing, inquiry, collaboration, reading, note taking and study skills, and College/Career/ Motivational activities, including field trips to universities in the area. Trained tutors are in the classroom leading collaborative tutorials twice a week. Students must commit to taking notes in subject-area classes on a daily basis. Focus of AVID 10 is on the inquiry process and critical thinking skills along with organization, goal setting, and planning. Other requirements are satisfactory citizenship, good attendance, and a GPA of 2.5-4.0.

10008337- AVID 11*Full Year**Grade: 11**Prerequisite: AVID 10 or Elective Selection Process**Credit: 1.0 Elective*

AVID is an elective class offered to students who would like to prepare for four-year universities. The curriculum features writing, inquiry, collaboration, reading, note taking and study skills, and College/Career/Motivational activities, including field trips to universities in the area. Trained tutors are in the classroom leading collaborative tutorials twice a week. Students must commit to taking notes in subject-area classes on a daily basis. Focus of AVID 11 is on Career exploration and critical reading/writing skills. Other requirements are satisfactory citizenship, good attendance, and a GPA of 2.5-4.0.

10008339- AVID 12*Full Year**Grade: 12**Prerequisite: AVID 11 or Elective Selection Process**Credit: 1.0 Elective*

AVID is an elective class offered to students who would like to prepare for four-year universities. The curriculum features writing, inquiry, collaboration, reading, note taking and study skills, and College/Career/ Motivational activities. College students are in the classroom as tutors twice a week and field trips are taken to universities in the area. Students must commit to taking notes in subject-area classes on a daily basis. Focus of AVID 12 is on application writing and the study of different colleges. Other requirements are satisfactory citizenship, good attendance, and a GPA of 2.5-4.0.

10008341- AVID TUTOR*Full Year**Grade: 11-12 (12th preferred)**Prerequisite: Current or former enrollment in an academic college course with grades of B or higher.**Credit: 1.0 Elective*

Assist college-bound high school students, grades 9-12, through the tutorial process. Manage collaborative groups of students using an inquiry model. Some grading and classroom projects required. Training provided by approved AVID elective teachers. This position may be paid and placement will be done by the AVID coordinator.

10009152 - WORK EXPERIENCE PROGRAM*Grade: 12**Prerequisite: Completed application to School Counselor**Credit: Maximum of 2.0 elective credit hours*

This course will be approved for **seniors** who are on track for graduation ONLY. A maximum of two credits can be earned for internships during a student's high school experience. Students will complete weekly logs and provide contact information for their direct supervisor at their place of employment to verify hours worked. These credits may be earned for work hours spent during the school day. Applications are required and are available from the counseling office. Maximum of two periods per semester.

OTHER**10008353 - CREDIT RECAPTURE***Full Year**Grade: 9-12**Prerequisite: Placement according to graduation plan**Credit: Determined by course placement*

Various required courses are offered on an individually paced basis. The main components are: English, math, science and social studies. **The library will be open for after school credit recapture work time.**

10008355 – ONLINE LEARNING*Full Year**Grade: 9–12**Prerequisite: None**Credit: Determined by course placement*

Online learning allows students an opportunity to take classes through the Edgenuity curriculum allowing students a number of courses not offered in-person at Page High School.

10008368 – ASU ONLINE LEARNING

Full Year

Grade: 9–12

Prerequisite: Meeting with School Counselor

Credit: Determined by course placement

This online learning class provides students an opportunity to take classes through the Accelerate ASU Program, allowing students a variety of online courses to earn for college credit. Each course will have a fee associated with registration. Students must meet with their school counselor to determine what courses they would take. Students on an Associate's Degree Pathway will be required to take this course each year in order to earn the required credits. See the Dual Enrollment section for more information.

10008361 – RELEASE TIME SEMINARY

Full Year

Grade: 9 – 12

Prerequisite: None

Credit: None

Seminary is a scheduled period during 1st - 3rd periods. Seminary is a four-year program in which youth study the gospel of Jesus Christ as found in the scriptures and the teachings of latter-day prophets. This program is sponsored by the Church of Jesus Christ of Latter-Day Saints and held at an off-campus building that students must walk to. **Students will not be allowed more than two release periods in their schedule. Exceptions to this must be approved by the principal.**

10008363 – RELEASE TIME SYSTEMIC THEOLOGY

Full Year

Grade: 9 – 12

Prerequisite: None

Credit: None

This course is designed as a four-year program for students in grades 9 through 12. Based on Systematic Theology: An Introduction to Biblical Doctrine by Wayne Grudem, this course provides a comprehensive study of the core doctrines of the Christian faith. Students will engage in an organized examination of topics such as the nature and attributes of God, the authority and interpretation of Scripture, the person and work of Christ, salvation, the church, and the Christian life. The curriculum emphasizes both theological understanding and personal application, fostering thoughtful reflection and a solid foundation in biblical doctrine. Successful completion of the program will equip students with a deeper knowledge of Christian theology and its relevance to faith and practice. **Students will not be allowed more than two release periods in their schedule. Exceptions to this must be approved by the principal.**

10008351 - RELEASE TIME

Full Year

Grade: 12

Prerequisite: On track for graduation

Credit: None

This release time requires the 12th grade student to be on track to graduate. Students on release time must leave campus or study in the library. Students are not allowed to remain in teacher classrooms or have in and out privileges due to the disruptive nature. Release periods are not offered immediately prior to and following lunch. **Students will not be allowed more than two release periods in their schedule. Exceptions to this must be approved by the principal.**

10008357 - RELEASE TO COLLEGE

Full Year

Grade: 11- 12

Prerequisite: On track for graduation, acceptance to a post-secondary institution

Credit: None

This release time allows 11th and 12th graders to leave the campus of Page High School to attend classes at a post-secondary institution either online or in-person. **Students will not be allowed more than two release periods in their schedule. Exceptions to this must be approved by the principal.**

90001010 – ASU OL LEARNING SUCCESS DE

Full Year

Grade: 9–12

Prerequisite: Meeting with School Counselor

Credit: 0.5 Elective; AAS Requirement (ASU OGL 194)

This is a dual enrollment course with ASU.

This course provides students with needed skills to be successful in ASU dual enrollment courses. It covers how to utilize the Canvas platform and academic skills students will need to be successful in a college level course.

90007005 – ASU OL INTRO TO HEALTH & WELLNESS DE

Full Year

Grade: 9–12

Prerequisite: Meeting with School Counselor

Credit: 1 PE, or Elective; AAS requirement (ASU HEP 100)

This is a dual enrollment course with ASU.

In this class, students will explore a wide variety of health-related topics including: how to improve personal fitness, how to take a credible assessment of personal health, the dietary decisions needed to make to help build a healthy life, how to achieve and maintain a healthy weight, how to manage stress, how to maintain proper sleep hygiene, how to lower risk of contracting an infectious disease, steps one can take to reduce the risk of chronic disease, and attitudes and beliefs related to health.

90003201 – ASU OL INTRO TO MARINE BIOLOGY

Full Year

Grade: 9–12

Prerequisite: Meeting with School Counselor

Credit: 1 Science or 1 Elective (ASU BIO 145)

This is a dual enrollment course with ASU.

Introduces the basic concepts of marine biology, the study of the ocean and the diverse life forms that reside in the diverse habitats found there. Includes an extensive discussion on ocean conservation, including threats facing marine life and policy solutions to those threats.

90004101 – ASU OL GLOBAL HISTORY

Full Year

Grade: 9–12

Prerequisite: Meeting with School Counselor

Credit: 1 WHS or 1 Elective (ASU HST 100)

This is a dual enrollment course with ASU.

In this course, students will learn to think like a historian using evidence from the past to ask and answer questions. Students will make connections between our not-so-distant ancestors and humans today and will learn about the development of society including how governments form, how religions played a role in our historical development, how and why we grow food, how ancient societies contacted each other, and how humans created cultures everywhere from the African kingdoms of Mali to the Hohokam of Arizona.

90007006 – ASU OL CULTURE & HEALTH DE*Full Year**Grade: 9–12**Prerequisite: Meeting with School Counselor**Credit: 1 Elective; AAS requirement (ASU HRC 230)***This is a dual enrollment course with ASU.**

What really is ‘culture’ and who decides what creates it? Is it what language we speak and where we grew up or does it go beyond that to encompass what we believe, think, and value? In this course students will unpack some of those questions and extend them into the field of healthcare. Students will take a look at the U.S. as well as other countries to examine health, illness, and how healthcare is delivered. Students will also unpack barriers to intercultural communication and strategies to not only overcome these but to improve upon them. Cultural competency is increasingly important in not only health care but every single industry - come find out more about what it means - and how it applies to you - in this course!

90007015 – ASU OL CAREER PATHWAYS*Full Year**Grade: 9–12**Prerequisite: Meeting with School Counselor**Credit: 1 Elective; AAS requirement (ASU CAP 194)***This is a dual enrollment course with ASU.**

This course is designed to help students understand themselves better by assessing personal strengths, interests, and values to uncover potential career opportunities. Students will gain insight into various career clusters, such as STEM, the arts, and skilled trades, while learning to set both short-term and long-term career goals that align with their aspirations. Throughout the course, students will also build essential job search tools, including professional resumes, cover letters, and thank-you notes, and develop foundational interviewing skills to confidently navigate the application process. Whether the student is just beginning to explore their options or preparing to take the next step toward their future, this course will equip them with practical knowledge and skills to support their journey.

90003020 – ASU OL INTRO TO ENGINEERING*Full Year**Grade: 9–12**Prerequisite: Meeting with School Counselor**Credit: 1 Elective (ASU FSE 100)***This is a dual enrollment course with ASU.**

Do you ever think: “There has to be a better way!” Then engineering is for you! Engineering is for anyone with a passion for problem solving. This course actively introduces you to skills and tools that engineers use to solve problems while teaching you to think like an engineer. You will learn to identify opportunities, imagine new solutions to problems, model your creations, make data-driven decisions, build prototypes, and showcase your ideas that will impact the world. Taught by engineering professors and highlighting industry engineers in action, this course will equip you, as an engineer-in-training, with the skills necessary to compete in today’s world of innovation.

90003020 – ASU OL TECH SOCIAL SUSTAINABLE SYS DE*Full Year**Grade: 9–12**Prerequisite: Meeting with School Counselor**Credit: 1 Elective (CEE 181)***This is a dual enrollment course with ASU.**

Understand the impact of technology on sustainability and society, using relevant historical examples and current issues in the news, and gain insight on the cultural frameworks within which ideas such as sustainability and different technologies are understood and evolve. You’ll also explore emerging technologies from the Industrial Revolution through present day, leading to a future that will be complex and challenging, and in many ways look like science fiction.

90004706 – ASU OL INTRO TO PSYCHOLOGY DE*Full Year**Grade: 9–12**Prerequisite: Meeting with School Counselor**Credit: 1 Elective (ASU PSY 101)***This is a dual enrollment course with ASU.**

This introductory course is organized around Modules that will cover the five pillars of psychology, which include the: biological pillar, cognitive pillar, developmental pillar, social and personality pillar, and mental and physical health pillar. As students progress through each learning Module, they will review up-to-date and relevant content, engage in meaningful active learning exercises, and complete a knowledge check or assessment. In addition, the course culminates with students completing a psychology-based milestone project that students will find applicable to their own life, such in the workforce or their academic journey.

90006180 – ASU OL INTRO TO HEALTH PROFESSIONS DE*Full Year**Grade: 9–12**Prerequisite: Meeting with School Counselor**Credit: 1 Elective (ASU HRC 220)***This is a dual enrollment course with ASU.**

Do you ever wonder why our healthcare system seems so complicated? Perhaps you are an innovative thinker wondering what healthcare might look like in the future and how healthcare technology works. Or maybe you are thinking about going into the healthcare field but are unsure just what path you want to take - and what getting there looks like. This course will set you on a path to discover the answers to all of these questions and more.

In this course you will explore the historical, social, political, and economic factors that influence healthcare. You will take a critical look at why interprofessional teams are so important, how ethics factors into healthcare, and look at some of the significant historical events that have created the healthcare system we have today.

This course will prepare you to engage in conversations about healthcare with others, understand the healthcare workforce better, and identify future challenges we may face in this ever changing world of healthcare!

90006025 – ASU OL COMPUTER APPLICATIONS & IT DE*Full Year**Grade: 9–12**Prerequisite: Meeting with School Counselor**Credit: 1 Elective; AAS Requirement (ASU CIS 105)***This is a dual enrollment course with ASU.**

This course is an introductory course with a dual focus: one focus on organizations and another focus on the individuals who work for them. At the individual level, students will examine how business decision making can be improved when supporting technologies like spreadsheets are leveraged. From the organizational perspective, students will cover strategic analysis frameworks and business strategies that can be fine-tuned for competition in an increasingly digitally transformed world.

Humans are inherently limited in how they might approach problem solving because of the cognitive biases we all bring to decision situations. Understanding these biases and how to confront them using the spreadsheet modeling knowledge gained in this class will change the way students face and solve problems. We will cover practical decisions students will deal with in many different personal and professional business settings. Students will build models in spreadsheet software that serve to help them analyze problem situations in a completely new light.

As a first course in business, students will be immersed in a world where some jobs are being eliminated and new ones are being added in a process known as creative destruction. Just around the corner for the world economy will be the emergence of artificial intelligence (AI) technologies. AI will disrupt industries and will require major strategic change in established companies. It will also provide opportunities for new business ideas and entrepreneurship. The dual focus in this course – on individuals and organizations – will provide students with the

background needed to make important decisions about choosing a possible career in business and/or information systems.

90003030 – ASU OL INTRO TO SUSTAINABILITY DE

Full Year

Grade: 9–12

Prerequisite: Meeting with School Counselor

Credit: 1 elective; AAS requirement (ASU SOS 100)

This is a dual enrollment course with ASU.

In this course, you will explore the wide-ranging and important topic of sustainability, coming to understand why it is important in our communities, for our planet, and in your everyday life. You will engage with key themes of sustainability, like integrated systems, future-orientation, and justice, while examining how sustainability is connected to local and global challenges and industries across social, economic, and environmental dimensions. By the end of the course, you will be well versed in the principles and practices of sustainability so that you can participate in creating a more sustainable future for you and for all.

CAREER AND TECHNICAL EDUCATION PROGRAMS

Career & Technical Education prepares students to become successful, contributing members of society by training them in highly technical, highly skilled, and high demand jobs. The Career and Technical Education Department at Page High School uses State of Arizona and industry standards in determining requirements for each course and program. Page High School partners with the Coconino Association of Vocation, Industry and Technology (CAVIAT), Coconino Community College, Arizona Programs of Study and regional businesses to deliver academic and career and technical education. This prepares students for postsecondary education and career success. Students earn industry credentials and/or college credit toward an Associate's and/or Bachelor's degree during high school.

Vision: Every Arizona student has a developed career pathway.

Mission: Career and Technical Education will engage Arizona learner's in relevant experiences leading to purposeful and economically viable careers.

ALL COURSES ARE OPEN TO ALL STUDENTS.

We encourage students to participate in nontraditional career fields. Nontraditional fields of work include careers in technology and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each occupation or field of work. For females, nontraditional fields include the Industrial Trades and STEM related careers. For males, these include home health aide and education professions careers. However, there are other nontraditional fields for both genders. We are committed to decreasing gender disparities in high skill, high wage and high demand occupations and recognize the important role that career and technical education plays in achieving this goal. CTE can help increase the pipeline of individuals prepared to pursue careers in nontraditional fields by encouraging students to explore nontraditional fields, providing relevant and rigorous training, and fostering the skills students need to persist and succeed in their respective work environments.

ARCHITECHTURE & CONSTRUCTION

Architecture and Construction/ 2-Year Program for Grades 9-12

Drafting and Construction students participate in SkillsUSA Career and Technical Student Organization.

10006401 - DRAFTING I TECHNICAL/ARCH. DRAFTING - AUTOCAD

Full Year

Grade: 9-11

Prerequisite: Industrial Tech recommended but not required

Credit: 1.0 Vocational

This course introduces students to the tools and skills used in architectural and engineering design while emphasizing critical thinking, problem solving, and creativity. Students learn to take accurate measurements, interpret technical documents, and use drafting instruments and computer software to create professional drawings. Hands-on projects include producing 2D mechanical drawings such as multi-view, section, auxiliary, and pictorial drawings. Students also use industry software like Revit to design and create a "Dream Home" floor plan, encouraging them to think outside the box while applying real-world drafting and design concepts.

10006411 – DRAFTING II ARCHITECTURAL DRAFTING - REVIT*Full Year**Grade: 10-12**Prerequisite: Drafting I**Credit: 1.0 Vocational*

This course is a continuation of Drafting I and introduces students to the skills architects and drafters use to design and communicate architectural building plans. Students learn measurement and scale concepts, how to read and create technical documents, and how to use drafting tools and software such as CAD and BIM. Through hands-on projects, students practice creating floor plans, roof designs, electrical and plumbing layouts, and detailed construction drawings. They also explore building systems, site planning, and sustainable design concepts. Students gain experience producing both 2D and 3D drawings, renderings, and models to industry standards, preparing them for advanced study or entry-level opportunities in architectural drafting and design.

Autodesk Certified User (ACU): Revit certification is offered.

4th year math credit per Arizona State Standards is offered.

10006433 - DRAFTING INTERNSHIP - IN CLASS*Full Year**Grade: 12*

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior student an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

10006435 - DRAFTING INTERNSHIP - IN INDUSTRY*Full Year**Grade: 12*

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

10006451 – CONSTRUCTION TECHNOLOGY I*Full year**Grade: 9-11*

Prerequisite: Industrial Tech recommended but not required

Credit: 1.0 Vocational

This hands-on course introduces students to the basics of construction while emphasizing safety and real-world skills. Students learn to follow OSHA safety guidelines, properly use hand and power tools, and read construction drawings. Math is applied throughout the course for measuring, estimating materials, and calculating project costs. Practical projects include masonry, floor and ceiling framing, and concrete work, giving students the chance to build, measure, and finish components to industry standards.

10006459/6460 – CONSTRUCTION TECHNOLOGY II

Full Year-Two class period

Grade: 10-12

Prerequisite: Construction Tech I

Credit: 2.0 Vocational

This hands-on class is a continuation of Construction Tech I. Students become OSHA-10 certified, continue to safely use hand and power tools, read blueprints and apply math through measuring, estimating, and planning projects. Hands-on projects include wall and roof framing, drywall, trim, and finishing work. Students are also introduced to plumbing, electrical, and sustainable building practices. By the end of the course, students will have gained practical experience to prepare them for advanced training or entry-level jobs in construction.

OSHA-10 Certification is offered.

596F Digital Multimeter Certification is offered.

4th year math credit per Arizona State Standards is offered.

10006455 - CONSTRUCTION INTERNSHIP - IN CLASS

Full Year

Grade: 11-12

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior student an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

10006457 - CONSTRUCTION INTERNSHIP - IN INDUSTRY

Full Year

Grade: 12

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

AUTOMOTIVE COLLISION

Automotive Collision/ 2-Year Program for Grades 9-12

Students have the opportunity to take Automotive Collision. Automotive is a two-year program where students can achieve A.S.E. (Automotive Service Excellence) Industry Certification and I-CAR Certification. ASE Entry Level Certifications are offered in this program. Automotive Collision students can participate in SkillsUSA Career and Technical Student Organization.

10006271– AUTO COLLISION I

Full Year

Grade: 9-11

Prerequisite: None

Credit: 1.0 Vocational

This course is designed to introduce students to the Automotive Collision Repair Industry. Students will learn fundamental metal straightening, welding, surface preparation, and refinishing procedures according to ASE and I-

CAR standards. Body filler, masking, interior and exterior identification, damage analysis, and sanding procedures will also be emphasized. Interpersonal relations will be developed through group activities and industrial interactions. Introduction to I-CAR Certification.

10006255 - AUTO COLLISION II

Full Year-Two class periods

Grade: 10-12

Prerequisite: Auto Collision I with a passing grade both semesters

Credit: 2.0 Vocational

This course builds on the basic skills learned in Auto Collision I. In addition, students will focus on ASE standards in plastic repair, welding, corrosion protection, detailing, and estimating. In-depth study of metal preparation and painting techniques are taught, with safety emphasized throughout. This advanced course will focus on honing learned skills to prepare the student for the Automotive Collision Repair Industry. Students may also bring in personal projects in addition to required coursework as per instructor's approval. This course may have a DE option with CCC and will continue with I-CAR Entry Level Certifications.

10006279 - AUTO COLLISION INTERNSHIP - IN CLASS

Full Year

Grade: 11-12

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior student an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

ASE Entry Level Certification is offered.

10006281 - AUTO COLLISION INTERNSHIP - IN INDUSTRY

Full Year

Grade: 12

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

AUTOMOTIVE TECHNOLOGY

Automotive Technology/ 3-Year Program for Grades 9-12

Interested in still playing with cars and trucks? This is the program to jump start your career in the automotive service industry. Automotive Technology is a three-year program where students can achieve ASE (Automotive Service Excellence) Industry Certifications. Automotive Technology students participate in SkillsUSA Career and Technical Student Organization.

10006251 - AUTO TECHNOLOGY I

Full Year

Grade: 9-10

Prerequisite: None

Credit: 1.0 Vocational

This class will cover shop safety, Basic Engine Mechanics, Basic Brake Fundamentals, and Steering Suspension in the first semester. The second semester will concentrate on Automotive Electricity, and Manual Transmissions and Automotive Transmissions.

10006255 - AUTO TECHNOLOGY II

Full Year

Grade: 10-11

Prerequisite: Auto Tech I with a passing grade both semesters

Credit: 1.0 Vocational

This is year two of the three-year program in Auto Technology. In the first semester the students will cover General brake system services, General Engine Diagnosis, Automatic Transmission and Transaxle Services. In the second semester the students will cover Staring System, Steering Components, Tire Pressure Monitor and Charging Systems.

10006259/6260 - AUTO TECHNOLOGY III

Full Year - Two hours

Grade: 11-12

Prerequisite: Auto Tech II or concurrently with Auto Tech II

Credit: 2.0 Vocational

This is year three of the three-year program in Auto Technology. In the first semester the students will cover Advanced Manual Transmissions and Automatic Transmissions, Advanced Suspension/Steering, And Advanced Engine Performance. In the second semester the students will be covering HVAC Systems and performing customer service and customer Work in the shop. ASE Entry Level Certification will be offered in this Course. **This course may have a Dual Enrollment (DE) option with (Aut 100: Automotive Basics-3 credits and Aut 106: Automotive Engines-3 credits) thru CCC.**

10006261 - AUTO TECHNOLOGY INTERNSHIP - IN CLASS

Full Year

Grade: 11-12

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior student an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

ASE Entry Level Certifications are offered.

10006263 - AUTO TECHNOLOGY INTERNSHIP - IN INDUSTRY*Full Year**Grade: 12**Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director**Credit: 1.0 Vocational*

The CTE IN-INDUSTRY Internship program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. The student will be responsible for completing and turning in all necessary forms and report to class. The program gives you 120 hours of internship learning experience. The teacher/ coordinator will consult with the internship site mentor regarding training plan and evaluation of your progress. The student is responsible for their conduct and attendance while in training. ASE Entry Level Certifications are offered.

BUSINESS OPERATIONS**Business Operations/2 Year Program for Grades 10-12**

The Business Operations instructional program prepares students to provide administrative support to managers and executives within large, medium, and small businesses and organizations. Students who successfully complete the Business Operations program's coherent sequence of instruction will develop an in-depth, practical understanding of operational and administrative business principles and practices. The Business Operations program includes instruction in office procedures, project operations, internal and external customer service, business communications, word processing, data entry, office machines operation and maintenance, public relations, records operations, report preparation, and business law and ethics. Throughout the Business Operations instructional program, students learn and practice valuable real-world email, word processing, presentation, desktop publishing, spreadsheet, and database skills using industry standard office productivity software.

10006601 - BUSINESS OPERATIONS I*Full Year**Grade: 10-11**Prerequisite: None**Credit: 1 Vocational*

This course prepares students for entry-level careers in business by teaching the essential skills needed to manage daily office tasks and support business operations. Students learn to use word processing, spreadsheets, databases, and presentation software, as well as tools for communication and virtual meetings. Topics include organizing records, planning travel, handling cash and banking tasks, and practicing strong customer service and professional etiquette. Students also learn about workplace ethics, safety, and the importance of diversity and inclusion.

10006603 - BUSINESS OPERATIONS II*Full Year**Grade: 11-12**Prerequisite: Successful completion of I**Credit: 1 Vocational*

This course prepares students for advanced careers in business through hands-on learning, leadership development, and mastery of technical and professional skills. Students engage in project-based units including technology applications, office procedures, workplace professionalism, project management, ethics, diversity, international business, and financial operations. Emphasis is placed on developing real-world competencies through Microsoft Office Specialist practice, Google Project Management tools, Rise Up curriculum, and CTE-aligned workplace scenarios. Students participate in FBLA competitive events, complete an end-of-year professional portfolio, and prepare for ADE Technical Skills Assessment and industry certifications.

COMMUNICATIONS MEDIA TECHNOLOGIES

Communications Media Technologies/ 2-Year Program for Grades 9-12

Communications Media Technologies students participate in the SkillsUSA Career and Technical Student Organization

10006519 - GRAPHIC DESIGN I

Full Year

Grade: 9-11

Prerequisite: None

Credit: 1.0 Vocational toward Graphic Design Program completion

The first year of the CTE Graphic Design Program introduces the student to the principles, tools, and techniques of graphic design. Students will explore the elements of design – such as typography, color theory, layout, composition, and photography basics – while learning to communicate visually and creatively. Students will explore the Adobe Creative Suite which includes Photoshop, Illustrator, and InDesign to create visually dynamic printed and digital products. Using industry-standard software, students will develop skills in digital illustration, photo editing, and page layout with a variety of hands-on projects.

In addition to technical skills, students will learn to analyze and critique visual media, work collaboratively, and follow a creative process from concept to final product. Projects may include logo design, poster creation, branding, social media graphics, and publication design. By the end of the course, students will have a portfolio showcasing their work and an understanding of how design impacts communication in the real world.

10006521 - GRAPHIC DESIGN II

Full Year

Grade: 10-12

Prerequisite: Passing grade in Graphic Design I

Credit: 1.0 Vocational, toward Graphic Design Program completion

This course expands on the skills developed in Graphic Design I with an emphasis on digital photography, including image capture, image editing, and image output. Students will develop a more advanced operational skill set in the design software. Group and individual projects involving the use of photography in brochures, posters and other popular marketing materials will be created. Industry certification exams for Adobe Certified Associate in Photoshop, Illustrator, InDesign, and Premiere are offered. Completion of this class and passing the state program assessment qualifies the student for CTE Graphic Design Program completion and a CTE honor cord at graduation.

10006527 - GRAPHIC DESIGN INTERNSHIP - IN CLASS

Full Year

Grade: 11-12

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior student an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

10006529 - GRAPHIC DESIGN INTERNSHIP - IN INDUSTRY

Full Year

Grade: 12

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for

completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

CULINARY ARTS

Culinary Arts/ 2-Year Program for Grades 10-12

Craft amazing and fun foods! Work to create gourmet foods, cakes and pastries, salads, appetizers, breakfast and lunch dishes with artistic preparation. This is a two-year program that will help prepare the learner for professional culinary programs, immediate employment, and further education. Earn 6 hours of Hotel Restaurant Management credit through Coconino Community College and Coconino County Food Handler's certification. Culinary Arts students participate in the FCCLA Career and Technical Student Organization.

10006157 - CULINARY ARTS I

Full Year

Grade: 10-11 (No 12th graders)

Prerequisite: None

Credit: 1.0 Vocational

Students will learn cooking basics and knife skills with an emphasis on creating different knife cuts, create a variety of foods with artistic presentation and earn the Coconino County Food Handler's certification. Students must pass both semesters to go on to Culinary II. **This course may have a Dual Enrollment (DE) option with (HRM 140- 3 college credits) through CCC.** Students who wish to earn college credit must register with and meet the testing requirements set by Coconino Community College. See dual enrollment requirements.

10006161/6162 - CULINARY ARTS II

Full Year-Two Class Periods

Grade: 11-12

Prerequisite: Passing grades in both semesters of Culinary I

Credit: 2.0 Vocational

A continuation of Culinary Arts I with an emphasis on catering through the Sand Devil's Griddle to create original recipes to showcase in class competitions. Become a part of the team for state competitions. ServSafe Food Management Certification offered. **This course may have a Dual Enrollment (DE) option with (HRM 240- 3 college credits) through CCC.** Students who wish to earn college credit must register with and meet the testing requirements set by Coconino Community College. See dual enrollment requirements.

10006163 - CULINARY ARTS INTERNSHIP- IN CLASS

Full Year

Grade: 12

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior students an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

10006165 - CULINARY ARTS INTERNSHIP- IN INDUSTRY

Full Year

Grade: 12

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for

completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

EARLY CHILDHOOD EDUCATION

Early Childhood Education/ 2-Year Program for Grades 10-12

The Early Childhood Education program is designed to prepare students for employment in early childhood settings. The Early Childhood Education program includes instruction in child growth and development, child health, nutrition, safety, planning, and supervision of developmentally-appropriate practices and learning activities. Child guidance, family relationships, parenting, and applicable legal and administrative requirements are also addressed. Preparation for the development and management of effective early childhood programs and facilities is included.

10006590 - EARLY CHILDHOOD EDUCATION I

Full Year

Grade: 10-11

Prerequisite: None

Credit: 1 Vocational

This course studies early childhood development. Units include ages and stages of development, safety, health, meal planning, story-telling, art activities, and puppetry. Students will develop skills to meet the needs and abilities of young children; birth to five years of age.

10006591/6593 - EARLY CHILDHOOD EDUCATION II

Full Year - Two Class Periods

Grade: 11-12

Prerequisite: Early Childhood Development I

Credit: 2 Vocational

This course is the continued study of early childhood development. Emphasis will be on preparation for the Child Development Associate (CDA) Certification and or Paraprofessional Praxis Certification.

Students also develop leadership, social, civic, and career skills through their participation in the state-recognized Career and Technical Student Organization Family, Community, and Career Leaders of America, or Educators Rising.

13.1210.70 - EARLY CHILDHOOD EDUCATION INTERNSHIP - IN INDUSTRY

Full Year

Grade: 12

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. Students will be responsible for completing and turning in all necessary forms and reports to class. The program gives students 120 hours of internship learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. Students are responsible for their conduct and attendance while in training.

INFORMATION TECHNOLOGY

Information Technology/ 2-Year Program for Grades 9-12

Information Technology students participate in the SkillsUSA Career and Technical Student Organization
<www.azskillsusa.org>

10006582 - INFORMATION TECHNOLOGY

Full Year

Grade: 9-11

Prerequisite: None

Credit: 1 Vocational

This course delves into fundamental principles concerning computer hardware and software, networking, databases, programming, Information Systems, and data security. It incorporates more than 100 practical labs to strengthen crucial concepts. By engaging in real-world tasks across diverse IT fields, you'll develop a comprehensive grasp of career possibilities, enabling you to refine your interests and make informed vocational decisions. Moreover, the course thoroughly addresses all the objectives required to pass the *CompTIA Tech+ CertMaster 1.0* certification exam.

10006583 - TECHNOLOGY DEVICES MAINTENANCE

Full Year

Grade: 10-12

Prerequisite: Information Technologies, with a passing grade

Credit: 1 Vocational

This advanced course provides an in-depth exploration of IT principles, focusing on key areas such as computer hardware and software, networking, databases, programming, Information Systems, and data security. Designed for students who have a foundational understanding of IT concepts, this course offers a comprehensive approach to mastering essential skills and exploring career opportunities in the field. Moreover, the course thoroughly addresses all the objectives required to pass the *CompTIA PC Pro* and *CompTIA Fundamentals* or *CompTIA A+ (1101/1102)* certification exams.

100065845- TECHNOLOGY DEVICES MAINTENANCE (IN -CLASS)

Full Year

Grade: 11-12

Prerequisite: Technology Devices Maintenance

Credit: 1 Vocational

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior student an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

10006584 - TECHNOLOGY DEVICES MAINTENANCE - IN INDUSTRY

Full Year

Grade: 12

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship

learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

WELDING TECHNOLOGY

Welding Technology/ 2-Year Program for Grades 9-12

For all welding classes, students need to purchase boots, gloves, and denim jeans. The estimated cost is \$50.00 to \$150.00. Students who need financial assistance must fill out an application in the CTE office. Welding students are encouraged to participate in the SkillsUSA Career and Technical Student Organization (Welding Club).

100063601 - WELDING I

Full Year

Grade: 9-11

Prerequisite: Industrial Tech recommended but not required

Credit: 1.0 Vocational

This class is designed to introduce the students to oxy-fuel and plasma cutting, along with shielded metal arc welding theory and techniques. Blueprint reading and weld symbol interpretation will also be covered. Students will learn job communication, employable skills, and what to expect from a job interview. The course is for both career and non-career minded students. Students will be required to complete all competencies listed before moving on to the next level. Boots, gloves, denim jeans, and safety glasses will be required. The school will provide all other equipment. **This course may have a Dual Enrollment (DE) option with (WLD 102- 3 college credits) through CCC.** Students who wish to earn college credit must register with and meet the testing requirements set by Coconino Community College. See dual enrollment requirements.

10006309/3610 - WELDING II

Full Year-Two Class Periods

Grade: 10-12

Prerequisite: Welding I with a passing grade in both semesters

Credit: 2.0 Vocational

This class is intended for the student who is considering welding as a career. Students will learn how to do a variety of specialized skills and tasks, including FCAW, GMAW, and GTAW welding of aluminum, stainless, and carbon steel plate. Blueprints and weld symbol interpretation will be an integral part of the course. Students will also be involved in identifying various metals used and the Metallurgy involved when welding. Students successfully completing this course will have a solid background for employment at an entry-level position. Students entering from another school may have the option to test into the program. OSHA 10 (General Industry) certification will be offered in this course. Boots, gloves, denim jeans, and safety glasses will still be required. **This course may have a Dual Enrollment (DE) option with (WLD 106- 3 college credits) through CCC.** Students who wish to earn college credit must register with and meet the testing requirements set by Coconino Community College. See dual enrollment requirements.

10006313 - WELDING INTERNSHIP - IN CLASS

Full Year

Grade: 11-12

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the upper class student an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

10006315 - WELDING INTERNSHIP - IN INDUSTRY

Full Year

Grade: 12

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

EXCEPTIONAL STUDENT SERVICES (ESS) COURSES

General Description

Exceptional Student Services (ESS) courses serve exceptional learners by providing a specialized curriculum and instruction across a continuum of educational placements, from a least restrictive setting to those that provide more academic, physical, or behavioral support, depending upon individual student needs. A student must undergo an eligibility determination process consistent with the IDEIA (Individuals with Disabilities Education Improvement Act). The level of exceptional services a student receives is determined by the IEP team and an Individual Education Program (IEP). Further information regarding placement can be obtained from the District Exceptional Student Services office in B Building or from a student's school counselor.

300009037 – FUNCTIONAL LIFE SKILLS TOUCH MATH

Full Year

Grade 7-8

Prerequisite: Placement by the IEP Team

Credit: 1.0 Math

This is a multisensory approach to teaching math that uses “TouchPoints” on numerals to help students associate a number with its value when counting. The class focuses on core concepts of number sense to pre-algebra using this strategy.

300009040 - PCI READING

Full Year

Grade 7-8

Prerequisite: Placement by the IEP Team

Credit: 1.0 English

This is a research-based curriculum designed on a three-level, one-on-one system that teaches reading through a cycle of repetition, hands-on practice, and high interest books that use specific vocabulary. The use of sight words, word families, and Sound Out chapter books.

300009042 – FUNCTIONAL LIFE SKILLS SCIENCE OF READING (SOR) INSTRUCTION

Full Year

Grade 7-8

Prerequisite: Placement by the IEP Team

Credit: 1.0 Elective

This class focuses reading instruction on key components like phonemic awareness, phonics, fluency, vocabulary, and comprehension. Emphasis is placed on the relationship between sounds and letters

300009046 - FUNCTIONAL LIFE SKILLS SCIENCE

Full Year

Grade 7-8

Prerequisite: Placement by the IEP Team

Credit: 1.0 Science

The combination of Earth, human body, space, and botany are pieces of an interdisciplinary field of study within the natural sciences. Hands-on lab experiments are included in the class.

300009044 FUNCTIONAL LIFE SKILLS SOCIAL STUDIES

Full Year

Grade 7-8

Prerequisite: Placement by the IEP Team

Credit: 1.0 Social Studies

This class focuses on early American history from early colonization through the Civil War and the rights and responsibilities to prepare our students for civic life.

30009021 FUNCTIONAL LIFE SKILLS SOCIAL SKILLS*Full Year**Grade 7-8**Prerequisite: Placement by the IEP Team**Credit: 1.0 Elective*

This class focuses on active listening, empathy, and cooperation, along with more advanced abilities like resolving conflicts, managing emotions, and communicating effectively to build and maintain healthy relationships.

10009121 - APPLIED ALGEBRA I*Full Year**Grade: 9-11**Prerequisite: Placement by the IEP team and/or math teacher's approval**Credit: 1 Math*

This class is designed for students who need an individualized program to master skill gaps that interfere with his/her progress in the standard classroom. This class is based upon Arizona's High School state math standards and will be tailored to the student's needs and strengths. Topics covered in this course will include, but are not limited to: tools of algebra, equations, formulas, proportions, percent, inequalities, exponents, and polynomials.

10009124 - APPLIED GEOMETRY*Full Year**Grade: 9-11**Prerequisite: Placement by the IEP team and/or math teacher's approval**Credit: 1 Math*

This class is designed for students who need an individualized program to master skill gaps that interfere with his/her progress in the standard classroom. This class is based upon Arizona's High School state math standards. Course content will include: foundations of points, lines, planes, and angles, perpendicular and parallel lines, triangles, quadrilaterals, similarities, polygons, area, and volume. With the completion of this course, the student can be placed into Applied Algebra 2, Financial Algebra, and Applied Financial Algebra.

10009127- FINANCIAL ALGEBRA: CONCEPTS OF CREDIT I & II*Full Year**Grade: 11-12**Prerequisite: Placement by the IEP team and/or math teacher's approval; Algebra I and Geometry**Credit: 1 Math*

This class is designed for students who need an individualized program to master skill gaps that interfere with his/her progress in the standard classroom. It is designed to give students mathematical life skills to become successful, independent adults. This course will include material in the areas of earning and budgeting money, buying groceries, buying clothing and products, managing a household, buying and maintaining a car, travel, banking, investing, paying taxes, and preparing for a career. Students will be completing projects that focus on those areas.

10009119 – APPLIED ENGLISH 9/10*Full Year**Grade: 9-10**Prerequisite: Placement by the IEP team and/or English teacher's approval**Credit: 1 English*

This class is designed for students who need an individualized program to master skill gaps that interfere with his/her progress in the standard classroom. This class is based upon the Arizona's High School State English standards. Topics for this class include sentence structure, parts of speech, paragraph formation, topic sentences, reading comprehension strategies, plot, characterization, setting, theme, and graphic organizers.

10009120 – APPLIED ENGLISH 11/12*Full Year**Grade: 11-12**Prerequisite: Placement by the IEP team and/or English teacher's approval**Credit: 1 English*

This class is designed for students who need an individualized program to master skill gaps that interfere with his/her progress in the standard classroom. This class is based upon the Arizona's High School State English standards. Topics for this class include: sentence structure, parts of speech, 6-Traits writing, reading comprehension strategies, plot, characterization, setting, theme, and graphic organizers.

10003210- APPLIED BIOLOGY*Full Year**Grade: 10**Prerequisite: Teacher Recommendation**Credit: 1 Science*

This is an introductory level course in biology. Its purpose is to give students a basic understanding of scientific investigation, problem solving, and key biological concepts. Applied Biology helps to prepare students to take the Arizona AIMS Science Exam by focusing on mastery of the most essential Arizona Science Standards related to scientific inquiry and life science.

10003302 - APPLIED CHEMISTRY*Full Year**Grade: 10-12**Prerequisite: General Biology or Applied Biology**Credit: 1 Science*

This is an introductory level course in Chemistry. Its purpose is to give students a basic understanding of scientific investigation and problem solving using a framework of chemistry principles and procedures. This course focuses less on theory and more on practice than does Chemistry I. Students engage in a wide variety of labs and then perform mathematical analysis and interpretation of results to meet the Arizona Academic Content Standards applicable to the course. The class therefore requires an intermediate mathematical ability.

10009151 - ACADEMIC SKILLS*Full Year**Grade: 9-12**Prerequisite: Placement by the IEP team**Credit: 1.0 Elective*

This class exposes students to skills that are needed to be successful in school as well as moving into "adulting" and will make life easier if they become habits that are used. Learning strategies to start working to manage your time better, note taking, develop better self-control, reading, critical thinking and writing skills. Career exploration, resume writing, interviewing skills, and social etiquette, just to name a few areas.

10009177 - LIFE SKILLS*Full Year**Grade: 9-12**Prerequisite: Placement by the IEP team**Credit: 1.0 Elective*

Life Skills supports students with physical and cognitive challenges who spend the majority of their school day in a self-contained setting to focus on individualized instruction. Each student has an Individual Education Program (IEP) that is written to address each student's needs in an academic and social context.

10009190 – FUNCTIONAL LIFE SKILLS LANGUAGE ARTS

Full Year

Grade: 9-12

Prerequisite: IEP

Credit: 1.0 English or 1.0 Elective

Students in this class are building on foundational skills such as writing their full names in cursive, reading, writing in complete sentences, speaking, listening, and appropriate punctuation usage. Students will explore career options and develop a resume, practice interviewing skills which tie into the Academic Skills class.

10009161 – FUNCTIONAL LIFE SKILLS MATH

Full Year

Grade: 9-12

Prerequisite: IEP

Credit: 1.0 Math or 1.0 Elective

This class is designed for students with cognitive challenges who have specific math needs. Students will learn to use a calculator to complete math problems of addition, subtraction, multiplication, and division. When we are cooking we will learn to manage time, read measurements, and to calculate ratio ingredients, along with cooking time. Learn money denominations and balancing accounts.

SCI199420 – FUNCTIONAL LIFE SKILLS SCIENCE

Full Year

Grade: 9-12

Prerequisite: IEP

Credit: 1.0 Science or 1.0 Elective

In this class we become scientists that learn about what science is, the different types of science, the steps involved in the scientific method, following safety rules, what scientists actually do and tools that are used. Life cycles of plants and animal needs will be researched. Many labs will be included.

SPE805 – FUNCTIONAL LIFE SKILLS SOCIAL STUDIES

Full Year

Grade: 9-12

Prerequisite: IEP

Credit: 1.0 Social Studies or 1.0 Elective

This class curriculum revolves around Arizona History, American History, and Government. We use Junior Ranger Programs from the 430 National Park Units to explore culture, people, events and historical relevance through these programs.

10005101 – UNIFIED SPORTS

Full Year

Grade: 9-12

Prerequisite: IEP and Teacher Approval

Credit: 1.0 Physical Education

This course will be taught with a combination of the Unified Special Olympics state standard curriculum and the Personal Fitness curriculum. It will be a combined class of students with and without disabilities. They will be taught leadership, sportsmanship, team-building, fitness, nutrition, and how to play a variety of different sports.

10009152 – TRANSITION WORK EXPERIENCE

Full Year

Grade: 11-12

Prerequisite: IEP and Teacher Approval

Credit: 1.0 Elective

This course is designed to help the student receive hands-on work experience while attending school. The class teaches job skills, interviewing skills, and career exploration.